Bac economie gestion

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RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION EXAMEN DU BACCALAURÉAT SESSION 2020	**Session principale**	
	Épreuve : **Anglais**	Sections : **Économie et gestion, Mathématiques, Sciences expérimentales et Sciences de l'informatique**
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

I. Reading comprehension

1. Cara Brookin, a mother who fled domestic violence with her four children, tells the incredible story of how she rebuilt her family by building her own home. When she escaped her violent husband in 2008, she and her kids felt broken. "We had been beaten so far down," said Cara. Nevertheless, she knew that she had to give her kids a new start if they ever had a chance of leaving the trauma behind them. And as she couldn't afford to buy a new home, they would have to roll up their sleeves and build it themselves. With no building experience, Cara and her kids sat and watched hours of YouTube tutorials to teach them how to construct everything. There was a lot of asking people for help, too.

2. The family began construction of their house in Hickory Drive, Arkansas, in 2008. There were months of backbreaking labor. Then, the stunning five-bedroom home was complete. A year later, Cara and her children moved in. The property was purchased and built for $130,000. The last time it was appraised, it was valued at half a million dollars. "The idea of building our own home rose as the only possible way to rebuild my shattered family while we worked through the shock of domestic violence," Cara said. "We were not only building our home, we were rebuilding our family unit, our self-confidence."

3. Cara said that living in a home she and her loved ones built made it special. "There is nothing like living in a place where you have touched every single brick!" she declared. "What's important is that we are who we are today thanks to it." The memories of building together will stay with the family years on end. However, that doesn't mean the Brookins will stay at that house forever. Cara also hopes that her story could inspire other victims of domestic abuse to do something "big" and life changing to reclaim their identity and their confidence.

HANNAH PARRY

Daily Mail, April 18, 2019 (adapted)

Section : ..... N° d'inscription : ..... Série : .....

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Signatures des surveillants

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Ne rien écrire ici

II. Writing (12 marks)

1. Use the information in the table below to write a four-line paragraph about brain drain. (4 marks)

Definition	migration / well-qualified / professionals / poor countries / developed countries / better standards of living.
Factors	scarcity / job opportunities / countries of origin. high demand / labor / developed countries.
Most affected countries	African countries (Nigeria, Ethiopia, Kenya…).

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2. In most countries, people are no longer allowed to smoke in public places and office buildings. Do you think that this measure is enough to reduce the number of smokers and to cut the risks of smoking?

Write a twelve-line article for an electronic magazine in which you express your opinion on the issue. Support your point of view with at least three sound arguments. (8 marks)

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Ne rien écrire ici

III. Language (6 marks)

1. Fill in the blanks with 6 words from the box. (3marks)

in / as / supposedly / neglected / endure / intense / envied / care

For decades, conventional wisdom has held that middle children -those born in between older and younger siblings- tend to have a hard time growing up. Within their families, they are said to be ..... and misunderstood. Their place in the birth order is seen as one of disadvantage since they do not receive the same ..... given by their parents to their siblings who, as first and last borns, are showered with particularly ..... attention. Consequently, and according to the long-established stereotype, they ..... become withdrawn, resentful and lacking in confidence. But much of this indignation is misplaced. For, ... proved by studies, the stereotype does not correspond to reality. Middle children are more likely to be successful and enjoy strong social lives. The apparent disadvantages they ..... in childhood turn out to be beneficial, in many cases, giving them the attributes of empathy, independence and creativity.

2. Put the words in parentheses in the right tense or form. (3 marks)

Swapping city living for a rural idyll was once associated with the golden age of retirement. These days, however, a growing number of younger workers **(exchange)** ..... urban postcodes for a place in the country. Recent statistics by the UK Office for National Statistics **(record)**..... 4.2 million UK home workers. It is the highest rate of home working since the UK office **(begin)**.....comparable records in 1998. For Frances Rose, a 36-year-old mother, the time spent commuting became a thing of the past when she opted to work **(remote)**.....using a laptop and an internet connection. "My husband and I loved living in London, but after we had our first child, we were increasingly conscious of how **(stress)** .....city life was. In addition, people living away from traffic-choked streets reduce their exposure to potentially health-**(damage)** .....levels of pollution. So I am sure we've made the right decision of moving to Bradford on Avon beautiful country," Frances said.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION EXAMEN DU BACCALAURÉAT SESSION 2020	Session de contrôle	
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	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages

I. Reading comprehension

1. When Chinese student, Yang Zheyu, arrived at Tianjin University this fall, he had all the essentials: a winter coat, a dictionary, four pairs of shoes and his toothpaste. And a few hundred yards from his dormitory, in a cobalt-blue tent on the floor of a gymnasium, he had his mother at his beck and call, ready to bring him bowls of food and scrub the floor of his new room. "I feel safer when she's **here** as I've never been away from home before," said Yang, 18, from a central Chinese village more than 700 miles away.

2. Yang's mother, a farmer, was one of more than 1000 parents who camped out in tents this month to watch over their children as they started college. Since 2012, Tianjin University has offered free tents to students' parents. This would help poor families take part in securing prosperous beginnings for their children. The parents came bearing bags of sunflower seeds, backpacks stuffed with instant noodles, and unsolicited advice on a variety of topics: the most rewarding college courses, the most appropriate conduct and the nearest shops that have the best prices.

3. The "tents of love" phenomenon which has spread to several universities across China has prompted debate about whether parents are too much spoiling the new generation and undermining their independence. Older generations have criticized parents who make long, arduous journeys to live in tents, saying **they** may be raising children unaccustomed to hardship, or "little emperors". Parents say they have signed up for the tents because they are nervous about sending their children long distances and cannot afford accommodation in big cities. The debate over the tents reflects the rapid pace of change in China. It also shows the relative novelty of the college experience and its various rituals among children of rural families. Tianjin University is now home to more than 17,000 undergraduate students coming from across China.

Javier C. Hernandez

New York Times, 23 September, 2018 (adapted)

Section : ..... N° d'Inscription : ..... Série : .....

Nom et Prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

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Ne rien écrire ici

II. Writing (12 marks)

1. Use the information in the table below to write a four-line paragraph about people taking online courses in Massachusetts Institute of Technology (MIT). (4 marks)

Course takers	Percentage	Reasons
Educators	9 %	Learn/ new teaching/ methods
Students	42 %	Enhance/ personal/ knowledge Plan/ course/ study
Self-learners	49 %	Keep/ touch/ novelties

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2. "Small changes can make a big impact on energy conservation." Do you share this point of view?

Write a <u>twelve-line article</u> for an electronic magazine in which you express your opinion on the issue. Support your point of view with at least <u>three</u> sound arguments. (8 marks)

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Ne rien écrire ici

III. Language (6marks)

1. Fill in the blanks with "6" words from the list below. (3marks)

abuse / emigrate / commonly / of / healing / from / control / labor

Children of immigrants face many problems in addition to language barriers. Families are disrupted when some members ..... while others are left behind. Role reversal ..... occurs as children more readily learn English and become translators for their parents, in effect, gaining ..... over them. Further, native customs and values may differ greatly ..... what is accepted in the U.S.A. For example, a Southeast Asian family might be investigated for child ..... after health professionals note the skin lesions caused by a traditional coin rubbing treatment. Coining, thought to have ..... powers, consists of rubbing warm oil and coins across the skin, which sometimes produces long red bruises.

2. Put the words in parentheses in the right tense or form. (3 marks)

Noise has long been known to cause sleeplessness and irritability. Now, other studies **(link)**..... it to a wide range of mental and physical disturbances. Recently, researchers **(find)** ..... that people living near the airport have a higher rate of mental illness than people of the same socioeconomic background who live just eight kilometers away. Though other **(environment)**..... factors, such as polluted air, have not been ruled out as possible causes, the Los Angeles report does confirm the findings of a similar earlier survey **(conduct)** ..... near London's Heathrow airport. In Osaka, one of the **(loud)** ..... cities in Japan, babies born to mothers living near the airport have unusual low birth weights. Moreover, the 2017 tests of children raised near auto expressways in New York City **(show)** ..... them to be poor readers compared to older children living slightly farther away and with children living in the same area but for a shorter time.

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Le sujet comporte 04 pages

I. READING COMPREHENSION

① It was a normal evening in February 2014 when Tim and Kerry Meek experienced what felt like a seismic event. It didn't shake anyone else's world, but it certainly changed their life forever. As the couple settled into bed in Nottingham, after a day of hard work at their teaching jobs, Tim switched off the bedroom light, and a light bulb in his mind switched on. "How about swapping work and school for a year of an exciting undertaking?" Tim wondered. The idea led to them making a radical decision: quitting jobs, removing their daughters, Amy and Ella from school, and hitting the road.

② "At the time, we felt trapped in a rut, working too hard and not spending enough time together as a family," Tim revealed. "I was actually struggling with mild depression and Kerry felt she was constantly drowning in a sea of pupil-performance spreadsheets. Amy and Ella were relatively happy at school, but the increasing test-focused system was dampening their spirits. We were all ready for a change. Kerry and I were excited about the adventure, but nervous about how the girls might react. The suggestion shocked them initially, but as the idea sank in, they endorsed it," Tim added.

③ The family started their journey, road-schooling in a caravan. Driven by educational aims, they visited various areas in the UK and ventured into unknown corners. They decoupled from the national curriculum, developing a more flexible student-led model. "We've often been asked how we can afford to live like this. Our answer is 'We can't'. We simply sold our house and invested money in our most precious assets, our children. They now see challenges as an important part of life and value their ability to persevere when the going gets tough."

The Guardian (adapted)

Tim Meek 30 January, 2016

Section : ..... N° d'inscription : ..... Série : .....

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Signatures des surveillants

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COMPREHENSION QUESTIONS (12marks)

1. Tick (√) the most appropriate alternative. (1mark)

The text is mainly about a family who

a. saved money for their children's education. ☐

b. sacrificed learning for travelling around the world. ☐

c. opted for an adventurous learning experience. ☐

2. For each of the following statements, pick out <u>one</u> detail from the text showing that it is false. (2marks)

a. Amy and Ella quickly embraced their parents' idea. **(paragraph 2)**

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b. Tim and his wife taught their daughters the same school program as other students in the UK. **(paragraph 3)**

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3. Complete the following paragraph with <u>three words</u> from paragraph 3. <u>One</u> word per blank. (3 marks)

The Meeks could ..... their new life style by ..... selling their house.

Now, they were ready to face all .....and persevere.

4. Find words or expressions in the text meaning nearly the same as: (3 marks)

starting a journey (paragraph 1).....

monotonous routine (paragraph 2) .....

weakening (paragraph 2).....

5. Circle the two adjectives that best describe the family's new way of life: (2 marks)

a- enriching b- stressful c- instructive d- depressive

6. Give a personal justified answer to the following question: (1mark)

If you were the Meeks' daughter or son, would you accept to go through such an experience? Why? Why not?

If I were .....

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Voir suite au verso☞

NE RIEN ECRIRE ICI

II- Writing: (12 marks)

1. **Use the information in the table below to write a four-line paragraph about obesity among children in England in 2016. (4 marks)**

Facts	-first year/ school/ 9.6% children/ obese -end/ primary school/ 32.4 % children/ overweight
Impact	-cost/ £ 27 billion/ treat/ illnesses/ related/ obesity
Solutions	-healthy food - exercise

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2. As an advice columnist, you received the following letter from a reader. (8 marks)

Dear columnist;

I'm a 35-year-old employee who left school early and started work in a car factory. I've recently felt out-of-date especially that all my colleagues who finished school got promoted in their jobs. I seriously think of enrolling in evening courses in car maintenance. Can these courses be beneficial to me?

A worried employee.

Write a 12-line reply to her/ him suggesting three pieces of advice (8 marks).

Dear reader,

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The columnist

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NE RIEN ECRIRE ICI

III- Language (6 marks)

1- Fill in the blanks with six (6) words from the box. (3 marks)

medical / in / prevent / impose / last / on / least / need

Although it is arguable that health workers have a right to go wherever their skills are needed, their countries are often left struggling with shortages. As population in wealthy countries age, the ..... for health care workers will become more intense. To ..... graduates from moving around, many developing countries have adopted stringent measures. They now ..... compulsory service periods. Thailand, for example, has a system whereby public ..... school graduates are required to work in the country for at ..... three years, with a financial incentive for those who do not practice privately. Similarly, China has placed restrictions ..... the recruitment of doctors by the private sector.

2. Put the bracketed words in the correct TENSE or FORM: (3 marks)

Cars of the future could bring significant cuts in fuel consumption and emissions. Eco-driving systems offer visual **(guide)** ..... to drivers, usually built-in to satellite navigation systems or via smart phone apps. The systems are not yet widely available. However, nearly every **(manufacture)** ..... is now looking at installing them in his/her next generation of cars. Conducted in 2014-2015 in Leeds, UK, the eco-Driver project had **(promise)** ..... results. It showed that drivers who had such systems **(install)** ..... in their cars saved an average of 4.2 % in fuel consumption. Such substantial fuel and energy savings were gained when the Institute for Transport Studies **(give)** ..... accurate advice on the best speed for cutting fuel costs and emissions. If the eco-Driver project were adopted by more drivers, it **(deliver)** ..... important safety benefits within a few years' time.

RÉPUBLIQUE TUNISIENNE **MINISTÈRE DE L'ÉDUCATION** **EXAMEN DU BACCALAURÉAT** SESSION **2019**	**Session principale**	
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	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 04 pages

I. READING COMPREHENSION

①It was a normal evening in February 2014 when Tim and Kerry Meek experienced what felt like a seismic event. It didn't shake anyone else's world, but it certainly changed their lifeforever. As the couple settled into bed in Nottingham, after a day of hard work at their teaching jobs, Tim switched off the bedroom light, and a light bulb in his mind switched on. "How about swapping work and school for a year of an exciting undertaking?" Tim wondered. The idea led to them making a radical decision: quitting jobs, removing their daughters, Amy and Ella from school, and hitting the road.

②"At the time, we felt trapped in a rut, working too hard and not spending enough time together as a family," Tim revealed. "I was actually struggling with mild depression and Kerry felt she was constantly drowning in a sea of pupil-performance spreadsheets. Amy and Ella were relatively happy at school, but the increasing test-focused system was dampening their spirits. We were all ready for a change. Kerry and I were excited about the adventure, but nervous about how the girls might react. The suggestion shocked them initially, but as the idea sank in, they endorsed it," Tim added.

③The family started their journey, road-schooling in a caravan. Driven by educational aims, they visited various areas in the UK and ventured into unknown corners. They decoupled from the national curriculum, developing a more flexible student-led model."We've often been asked how we can afford to live like this. Our answer is 'We can't'. We simply sold our house and invested money in our most precious assets, our children. They now see challenges as an important part of life and value their ability to persevere when the going gets tough."

The Guardian (adapted)

Tim Meek 30 January, 2016

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COMPREHENSION QUESTIONS (12marks)

1. Tick (√) the most appropriate alternative. (1mark)

Thetext is mainly about a family who

a.saved money for their children's education. ☐

b.sacrificed learning for travelling around the world. ☐

c.opted for an adventurous learning experience**.** √ ☐

2. For each of the following statements, pick out <u>one</u> detail from the text showing that it is false. (2marks)

a. Amy and Ella quickly embraced their parents' idea.**(paragraph 2)**

-The suggestion shocked them initially, but as the idea sank in, they endorsed it.

-The suggestion shocked them initially

- (as) the idea sank in

- (as) the idea sank in, they endorsed it.

- **b.**Tim and his wife taught their daughters the same school program as other students in the UK.**(paragraph**
- *They decoupled from the national curriculum, developing a more flexible student-led model.*
- *They decoupled from the national curriculum*
- *developing a more flexible student-led model.*

3. Complete the following paragraph with <u>three words</u> from paragraph3.<u>One</u> word per blank. (3marks)

The Meeks could *afford* their new life style by *simply* selling their house. Now, they were ready to face all *challenges* and persevere.

4. Find words or expressions in the text meaning nearly the same as: (3 marks)

starting a journey (paragraph 1 *hitting the road*
monotonous routine (paragraph2 *a rut*
weakening (paragraph 2) *dampening*

5. Circle the two adjectives that best describe the family's new way of life: **(2 marks)**

a- <u>enriching</u> b- stressful c- <u>instructive</u> d- depressive

6. Give a personal justified answer to the following question: (1mark)

If you werethe Meeks' daughter or son, would you accept to go through such an experience? Why? Why not?

If I were ……..……..

(Any personal and justified answer is accepted as long as there is no contradiction between the statement and its justification.)

Voir suite au

NE RIEN ECRIRE ICI

II- Writing: (12 marks)

1. **Use the information in the table below to write a four-line paragraph about obesity among children in England in 2016. (4 marks)**

Facts	-first year/ school/ 9.6% children/ obese -end/ primary school/32.4 % children/overweight
Impact	-cost/£ 27 billion/treat/ illnesses/ related/obesity
Solutions	-healthy food - exercise

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• *Appropriate use of the prompts* • *Language*	• *(2 marks)* • *(2 marks)*

2. As an advice columnist, you received the following letter from a reader. (8 marks)

Dear columnist;

I'm a35-year-old employee who left school early and started work in a car factory. I've recently felt out-of-date especially that all my colleagues who finished school got promoted in their jobs. I seriously think of enrolling in evening courses in car maintenance. Can these courses be beneficial to me?

A worried employee.

Write a 12-line reply to her/ him suggestingthree pieces of advice (8 marks).

Dearreader,

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The columnist

• *Adherence to task and content adequacy* • *Lexical appropriacy and grammar accuracy* • *Mechanical accuracy (punctuation, capitalization and spelling)*	• *(3 marks)* • *(3 marks)* • *(2 marks)*

NE RIEN ECRIRE ICI

III- Language (6 marks)

1- Fill in the blanks with six (6) words from the box. (3 marks)

medical/ in / prevent / impose/ last /on/ least / need

Although it is arguable that health workers have a right to go wherever their skills are needed, their countries are often left struggling with shortages. As population in wealthy countries age, the *need* for health care workers will become more intense. To *prevent* graduates from moving around, many developing countries have adopted stringent measures. They now *impose* compulsory service periods. Thailand, for example, has a system whereby public *medical* school graduates are required to work in the country for at *least* three years, with a financial incentive for those who do not practice privately. Similarly, China has placed restrictions *on* the recruitment of doctors by the private sector.

2. **Put the bracketed words in the correct TENSE or FORM: (3 marks)**

Cars of the future could bring significant cuts in fuel consumption and emissions. Eco-driving systems offer visual **(guide)** *guidance* to drivers, usually built-in to satellite navigation systems or via smart phone apps. The systems are not yet widely available. However, nearly every **(manufacture)** *manufacturer* is now looking at installing them in his/her next generation of cars. Conductedin 2014-2015 in Leeds, UK, the eco-Driver project had **(promise)** *promising* results. It showed that driverswho had such systems **(install)** *installed* in their carssaved an average of 4.2% in fuel consumption. Such substantial fuel and energy savingswere gained when the Institute for Transport Studies **(give)** *gave* accurate advice on the best speed for cutting fuel costs and emissions. If the eco-Driver project were adopted by more drivers, it **(deliver)** *would deliver* important safety benefits within a few years' time.

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	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages numérotées de 1/4 à 4/4.

I.READING COMPREHENSION

① Tara Whiteman, from Sydney, has turned her travels into a lucrative and rewarding career by blogging under Tara Milk Tea and sharing her postcard-like snaps with more than 840,000 Instagram followers. The 23-year-old globetrotter has explored more than 30 countries. "I love the experience," she revealed. "Travelling makes me so appreciative of life. I enjoy sharing my experiences online so that others might be inspired to visit as well," she added. From going on a giant swing in Bali to frolicking in a field of sunflowers in France, Tara has been leading a fulfilling life out of her suitcase.

②"I've always loved creativity, and being able to turn photography from a hobby into a job has been my lifelong dream," Tara said. She insisted she didn't have any secrets behind taking the perfect snaps. However, she ensured all her images match on Instagram by posting photos that were bursting with bright colours. She managed to strike a balance between creating content at exotic locations and enjoying the moment. "I sometimes leave my accommodation for a day without a camera or phone. Getting lost is fun. I try to do this in every city so I can get a different perspective," she added.

③Supporting her lifestyle through her travel-focused blog, Tara made it possible to sustain her adventures after her sumptuous Instagram account attracted much attention. "I've always enjoyed photography, ever since I was a teenager. Travelling is fulfilling, too. I love seeing different cultures and ways of life," she said. Since leaving high school for university, the young student has worked in Marketing and Public Relations in connection with her degree. In spite of working full time while studying, she has been juggling her honours at university. "I'm currently completing my degree," Tara declared. "I'll be travelling again through summer to Hawaii and Japan. I'll also visit my family in Singapore over Christmas."

Daily Mail Australia (adapted)
November 19, 2017

Section : ..... N° d'inscription : ..... Série : .....

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Date et lieu de naissance : .....

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COMPREHENSION QUESTIONS (12marks)

1. Tick (√) the most appropriate title. (1mark)

a. When a hobby becomes a business. ☐

b. When a student travels for a degree. ☐

c. When Instagram cripples creativity. ☐

2. For each of the following statements, pick out <u>one</u> detail from the text showing that it is false. (2marks)

a. Tara's pictures are gloomy and unappealing. **(paragraph 2)**

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b. Tara feels nervous exploring places without a map. **(paragraph 2)**

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3. Read paragraph 1 and tick the <u>two</u> purposes for which Tara posts her snaps. (2 marks)

Tara posts her snaps in order to:

a. promote blogging ☐

b. make money ☐

c. explore sunflower fields ☐

d. encourage people to travel ☐

4. Complete the following paragraph with three words from paragraph 3. <u>One</u> word per blank. (3marks)

Thanks to her posts on Instagram, Tara has been leading an enjoyable ..... . Travelling ..... still studying has broadened her knowledge and exposed her to other ..... .

5. Find words or expressions in the text meaning nearly the same as (3 marks)

playing about cheerfully (paragraph1) .....

splendid and impressive (paragraph 3) .....

passing with top grades (paragraph 3) .....

6. Give a personal justified answer to the following question: (1mark)

If you were Tara, would you share pictures of your trips on social media? Why? Why not?

If I were Tara .....

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NE RIEN ECRIRE ICI

II- Writing: (12 marks)

1. **Use the information below to write a four-line paragraph to introduce the International Campaign to Abolish Nuclear Weapons (ICAN) (4 marks)**

Type	non-profit international campaign
Launching	2007/ Melbourne, Australia
Membership	468 partner organisations in 101 countries
Aim	pressure governments / ban nuclear weapons

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2. One of your Facebook friends has posted the following question on his/ her wall: "Can you spend a week without your mobile phone?" React to your friend's question in a 12-line post providing at least three arguments to support your opinion. **(8 marks)**

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NE RIEN ECRIRE ICI

III- Language (6 marks)

1. Fill in the blanks with six (6) words from the box. (3 marks)

brilliantly – out – desperate – began – inventor – fascinated – perseverance – study

I love sciences. I have been ..... by the idea of becoming a scientist since I was a little kid. So choosing business as a field of ..... was something that I really felt passionate about. It was not only because owning a business was interesting to me, but also because portraying myself as a risk-taking ..... was appealing . Being from Honduras, a poor Latin American country, didn't hamper my ..... . Despite the scarcity of resources, I ..... to teach myself computer science and digital electronics. This is how I ..... came up with the Eye board, an inexpensive eye-tracking system that costs less than $300.

2. Put the bracketed words in the correct TENSE or FORM: (3 marks)

Sandra was at work when she fainted for the first time in her life. Doctors were called and the tests they performed **(show)** ..... heart problems and high blood pressure. The heart specialist told her that if she didn't change her lifestyle and lose weight, it **(take)** ..... years off her life. She decided right then to take action. She wanted and needed to be **(health)** ..... for her children and grandchildren. She knew she needed help to make the many necessary changes to have a good lifestyle, so she **(choose)** ..... a commercial weight loss program with individualized support and started her new life. Through the support of the program, she lost 42 Kg. Since then, she has been invested with more energy to **(full)** ..... enjoy her family. Support from a personal consultant added to her husband's **(assist)** ..... helped her change her habits for the better.

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	Épreuve : **Anglais**	Sections : Économie et gestion, Mathématiques, Sciencesexpérimentales et Sciences del'informatique
	Durée : **2h**	Coefficient de l'épreuve : **1**

Le sujet comporte 4 pages numérotées de 1/4 à 4/4.

I.READING COMPREHENSION

① Tara Whiteman, from Sydney, has turned her travels into a lucrative and rewarding career by blogging under Tara Milk Tea and sharing her postcard-like snaps with more than 840,000 Instagram followers. The 23-year-old globetrotterhas explored more than 30 countries. "I love the experience," she revealed. "Travelling makes me so appreciative of life. I enjoy sharing my experiences online so that others might be inspired to visit as well," she added. From going on a giant swing in Bali to frolicking in a field of sunflowers in France, Tara has been leading a fulfilling life out of her suitcase.

②"I've always loved creativity, and being able to turn photography from a hobby into a job has been my lifelong dream," Tara said. She insisted she didn't have any secrets behind taking the perfect snaps. However, she ensured all her images match on Instagram by posting photos that were bursting with bright colours. She managed to strike a balance between creating content at exotic locations and enjoying the moment. "I sometimes leave my accommodation for a day without a camera or phone. Getting lost is fun. I try to do this in every city so I can get a different perspective," she added.

③Supporting her lifestyle through her travel-focused blog, Tara made it possible to sustain her adventures after her sumptuous Instagram account attracted much attention. "I've always enjoyed photography, ever since I was a teenager. Travelling is fulfilling, too. I love seeing different cultures and ways of life," she said. Since leaving high school for university, the young student has worked in Marketing and Public Relations in connection with her degree. In spite of working full time while studying, she has been juggling her honours at university. "I'm currently completing my degree," Tara declared. "I'll be travelling again through summer to Hawaii and Japan. I'll also visit my family in Singapore over Christmas."

Daily Mail Australia (adapted)
November 19, 2017

Section : …….…….. N° d'inscription : …… Série : ……..

Nom et prénom : …….....

Date et lieu de naissance : ……..…….....……..…..

Signatures des surveillants

……

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COMPREHENSION QUESTIONS (12marks)

1. Tick (√) the most appropriate title. (1mark)

a.When a hobby becomes a business. √ ☐

b.When a student travels for a degree. ☐

c.When Instagram cripples creativity. ☐

2. For each of the following statements, pick out <u>one</u> detail from the text showing thatit is false. (2marks)

a.Tara's pictures are gloomy and unappealing.**(paragraph 2)**
(However, she ensured all her images match on Instagram by) posting photos that were bursting with bright colours.

b. Tara feels nervous exploring places without a map. **(paragraph 2)**
Getting lost is fun.

3. Read paragraph 1 and tick the <u>two</u> purposes for which Tara posts her snaps. (2 marks)
Tara posts her snaps in order to:

a. promote blogging ☐

b. make money √ ☐

c. explore sunflower fields ☐

d. encourage people to travel √ ☐

4. Complete the following paragraph with three words from paragraph3. <u>One</u> word per blank.(3marks)

Thanks to her posts on Instagram, Tara has been leading an enjoyable *lifestyle*. Travelling *while* still studying has broadened her knowledge and exposed her to other *cultures*.

5. Find words or expressions in the text meaning nearly the same as(3 marks) – –

playing about cheerfully (paragraph1) *frolicking*

splendid and impressive(paragraph 3) *sumptuous*

passing with top grades (paragraph 3 *juggling her honors*

6.Give a personal justified answer to the following question: (1mark)

If you were Tara, would you share pictures of your trips on social media? Why?Why not?

If I were Tara.....

(Any personal and justified answer is accepted as long as there is no contradiction between the statement and its justification.)

NE RIEN ECRIRE ICI

II- Writing: (12 marks)

1. **Use the information below to write a four-line paragraph to introduce the International Campaign to Abolish Nuclear Weapons (ICAN) (4 marks)**

Type	non-profit international campaign
Launching	2007/ Melbourne, Australia
Membership	468 partner organisations in 101 countries
Aim	pressure governments/ ban nuclear weapons

• *Appropriate use of the prompts* • *Language*	• *(2 marks)* • *(2 marks)*

2.One of your Facebook friends has posted the following question on his/ her wall: "Can you spend a week without your mobile phone?"React to your friend's question in a 12-line post providing at least <u>three</u> arguments to support your opinion. **(8 marks)**

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• *Adherence to task and communicative effectiveness* • *Language* • *Mechanics of writing*	• *(3 marks)* • *(3 marks)* • *(2 marks)*

NE RIEN ECRIRE ICI

III- Language (6 marks)

1. Fill in the blanks with six (6) words from the box. (3 marks)

brilliantly– out –desperate–began – inventor – fascinated – perseverance – study

I love sciences. I have been *fascinated* by the idea of becoming a scientist since I was a little kid. So choosing business as a field of *study* was something that I really felt passionate about. It was not only because owning a business was interesting to me, but also because portraying myself as a risk-taking *inventor* was appealing**.** Being from Honduras, a poor Latin American country, didn't hamper my *perseverance***.** Despite the scarcity of resources, I *began* to teach myself computer science and digital electronics. This is how I *brilliantly* came up with the Eye board, an inexpensive eye-tracking system that costs less than $300.

2. **Put the bracketed words in the correct TENSE or FORM: (3 marks)**

Sandra was at work when she fainted for the first time in her life. Doctors were called and the tests they performed **(show)** *showed* heart problems and high blood pressure. The heart specialist told her that if she didn't change her lifestyle and lose weight, it **(take)** *would take* years off her life. She decided right then to take action. She wanted and needed to be **(health)** *healthy* for her children and grandchildren. She knew she needed help to make the many necessary changes to have a good lifestyle, so she **(choose)** *chose* a commercial weight loss program with individualized support and started her new life. Through the support of the program, she lost 42 Kg. Since then, she has been invested with more energy to **(full)** *fully* enjoy her family. Support from a personal consultant added to her husband's **(assist)** *assistance* helped her change her habits for the better.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●●●● **EXAMEN DU BACCALAURÉAT** SESSION **2018**	**Session de contrôle**	
	Épreuve : **ANGLAIS**	*Sections :* **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Économie et gestion**
	Durée : **2 h**	Coefficient de l'épreuve : **1**

Le sujet comporte 04 pages

I. READING COMPREHENSION

1. I am an African-American woman working as a scientist and a professor. My father is a diesel mechanic who showed me the value of using one's hands to rebuild an engine or repair a transmission. My mother is a blackjack dealer who taught me that mathematics was necessary to excel in a job. My grandfather was a farmer. I was able to learn, firsthand from him, basic principles of fluid dynamics. None of these experts had a college education. Yet, each one of them showed me that hard work, mathematics and science can contribute to society and accomplish work to be proud of.

2. Nevertheless, when I went to graduate school, my professors and some of my peers were unlikely to believe I could succeed. They had not seen someone like me reach graduate school. As a student, I was inclined to believe them because when women are rarely exposed to someone like themselves in the classroom, as a peer or as a professor, it is difficult to imagine themselves succeeding in that environment. Misunderstandings like these contribute to the low numbers of women and minorities in the sciences. Data shows that women and minorities are selectively sorted out of engineering, mathematics and science careers. Talented women enrol in challenging science courses to learn all they can to excel in a technical career. Yet, the institutional support they need is unavailable.

3. My career shows how important it is to have that kind of support. My experience as a scientist has made me an expert in small vessels that feed the organs of our bodies. I have helped engineer artificial blood vessels that deliver blood and oxygen to vital organs. Were it not for people who were willing to step up at critical points and vouch for my abilities and potential as a student, scientist and teacher, my expertise and experience would not be applied as they are today.

The New York Times February 25, 2017
(Adapted)

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

COMPREHENSION QUESTIONS (12 marks)

1. Tick (☑) the most appropriate title for the text. (1 mark)

a. An Engineer's Success Story ☐

b. A Talented Mathematician ☐

c. A Successful Career in Science ☐

2. For each of the following false statements, pick out one detail from the text showing that it is false. (2 marks)

a. The narrator's mother had a university degree. **(paragraph1)**

---

b. Universities allocate financial assistance to women who enroll in the sciences.**(paragraph2)**

---

3. Complete the following paragraph with words from paragraph 2. (one word per blank) (3 marks)

The narrator was ---------- to her peers' mistrust. They thought she was ---------- to be talented. The graduate school ---------- was indeed very hard for minorities to cope with.

4. Tick the two appropriate options. (2 marks)

According to the text, the narrator managed to become a professor thanks to:

☐ encouragement ☐ good luck ☐ hard work ☐ peers' support

5. For each of the following definitions, pick out one word meaning nearly the same. (3 marks)

a. directly (paragraph 1): ----------

b. a card game (paragraph 1): ----------

c. invent (paragraph 3) : ----------

6. Give a personal justified answer to the following question. (1mark)

Should women be selectively sorted out of technical careers? Why or Why not?

Voir suite au verso ☞

NE RIEN ECRIRE ICI

II. WRITING (12 marks)

1. Use the information in the table below to write a **four-line** paragraph to present the Healthy School Campaign. **(4 marks)**

Foundation	2015
Organizers	Ministry of Education + Ministry of Health
Purpose	- Support students' healthy food choices - Establish nutrition standards
Target schools	Rural primary schools

---

2. The use of plastic bags in Tunisia has become a real concern. Write a **twelve-line** article for your school magazine to state the threats of this phenomenon and suggest some solutions. **(8 marks)**

NE RIEN ECRIRE ICI

III LANGUAGE (6 marks)

1. Fill in the blanks with 6 words from the box. (3 marks)

spectacular / ought / around / round / up / five-star / should / both

Do you need a break from the cold? Try this destination for some welcome winter warmth. Spend this December in ---------- luxury in Dubai, where holidays offer endless shopping, sightseeing, eating and sunbathing opportunities all year ----------. Dubai has much to offer and is reputed to be the world's fastest-growing city. With glittering skyscrapers and azure beaches, it is great for ---------- thrill-seekers and beach-lovers. December temperatures reach an average of 26 degrees with ---------- to eight hours of sunshine expected. When you are tired of soaking up the sun, try a desert safari over the vast dunes or book a hot-air balloon trip to experience ---------- views of the desert. Culture lovers ---------- visit Al-Fahidi Fort, the oldest existing building in the city, where the Dubai Museum offers a fascinating peek into Dubai's culture and history.

2. Put the bracketed words in the right tense or form. (3 marks)

The next time you fly, your pilot might be a robot. Researchers at the Korea Advanced Institute of Science and Technology **(develop)** ---------- a robot that can fly a plane all by itself. Their pilot robot, called PiBot, can turn on the engine, take off, land and navigate.

The **(much)** ---------- impressive aspect of PiBot is that it does not require any modifications to a standard airplane in order to fly it. It is capable of operating the wheel and all the switches and levers in a **(type)** ---------- airplane cockpit. This ability to fly a standard airplane gives PiBot an advantage over other types of autonomous flying technology, which require custom aircraft or expensive changes to existing aircraft to function. Currently, PiBot can land the plane **(success)** ---------- about 80 percent of the time, which **(be)** ---------- high for a robot but probably not good enough for real **(fly)** ----------. The researchers hope that PiBot could be used to fly planes in dangerous areas, and eventually to replace human pilots altogether.

Matière : Anglais.
Corrigé du sujet de la session principale 2018
(Sections scientifiques)

	A- Reading comprehension	**12 marks**
1	**(b)**	1 mark
2	(a) ('However, bridge building experts thought that) this was an impossible feat.' (b) ('He tried to pass on his enthusiasm to some of his friends,) but they were too daunted by the task.'	2 x 1= 2 marks
3	message / code / engineers	3 x1= 3 marks
4	creative – persevering	2 x1= 2 marks
5	**a.** ignore **b.** underway **b**. indomitable	3 x1= 3 marks
6	Accept any plausible justified answer	1 mark
	B- Writing	**12 marks**
1	Content (full and coherent use of the prompts) **(2 marks)** Language & mechanics of writing **(2 marks)**	4 marks
2	Content (relevance of ideas) **(3 marks)** Language (grammar and vocabulary) **(3 marks)** Mechanics of writing (spelling / punctuation / capitalisation) **(2 marks)**	8 marks
	C- Language	**6 marks**
1	turning / for / schedule / quality / attend / enabling	6 x 0.5= 3 marks
2	third / insufficiency / would be / (has) identified / achieving / suggested	6 x 0.5= 3 marks

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●●●● **EXAMEN DU BACCALAURÉAT** SESSION **2018**	**Session de contrôle**	
	Épreuve : **ANGLAIS**	*Sections :* Mathématiques, Sciences expérimentales, Sciences de l'informatique et Économie et gestion
	Durée : **2 h** ◆	Coefficient de l'épreuve : **1**

Le sujet comporte 04 pages

I. READING COMPREHENSION

1. I am an African-American woman working as a scientist and a professor. My father is a diesel mechanic who showed me the value of using one's hands to rebuild an engine or repair a transmission. My mother is a blackjack dealer who taught me that mathematics was necessary to excel in a job. My grandfather was a farmer. I was able to learn, firsthand from him, basic principles of fluid dynamics. None of these experts had a college education. Yet, each one of them showed me that hard work, mathematics and science can contribute to society and accomplish work to be proud of.

2. Nevertheless, when I went to graduate school, my professors and some of my peers were unlikely to believe I could succeed. They had not seen someone like me reach graduate school. As a student, I was inclined to believe them because when women are rarely exposed to someone like themselves in the classroom, as a peer or as a professor, it is difficult to imagine themselves succeeding in that environment. Misunderstandings like these contribute to the low numbers of women and minorities in the sciences. Data shows that women and minorities are selectively sorted out of engineering, mathematics and science careers. Talented women enrol in challenging science courses to learn all they can to excel in a technical career. Yet, the institutional support they need is unavailable.

3. My career shows how important it is to have that kind of support. My experience as a scientist has made me an expert in small vessels that feed the organs of our bodies. I have helped engineer artificial blood vessels that deliver blood and oxygen to vital organs. Were it not for people who were willing to step up at critical points and vouch for my abilities and potential as a student, scientist and teacher, my expertise and experience would not be applied as they are today.

The New York Times February 25, 2017
(Adapted)

Section : ……..…….. N° d'inscription : …… Série : ….……

Nom et prénom : …….....…

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Signatures des surveillants

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COMPREHENSION QUESTIONS (12 marks)

1. Tick (☑) the most appropriate title for the text. (1 mark)

a. An Engineer's Success Story ☐

b. A Talented Mathematician ☐

c. A Successful Career in Science ☑

2. For each of the following false statements, pick out <u>one</u> detail from the text showing that it is false. (2 marks)

a. The narrator's mother had a university degree**. (paragraph1)**

------*None of these experts had a college education* --------

b. Universities allocate financial assistance to women who enroll in the sciences.**(paragraph2)**

----*Yet, the institutional support they need is unavailable* ----------

3. Complete the following paragraph with words from paragraph 2. (<u>one</u> word per blank) (3 marks)

The narrator was --- *exposed* --- to her peers' mistrust. They thought she was ---*unlikely*-- to be talented. The graduate school --- *environment* --- was indeed very hard for minorities to cope with.

4. Tick the <u>two</u> appropriate options. (2 marks)

According to the text, the narrator managed to become a professor thanks to:

☑ encouragement ☐ good luck ☑ hard work ☐ peers' support

5. For each of the following definitions, pick out <u>one</u> word meaning nearly the same. (3 marks)

a. directly (paragraph 1): --*firsthand* ---

b. a card game (paragraph 1): --- *blackjack* ---

c. invent (paragraph 3) : --- *engineer* ---

6. Give a personal justified answer to the following question. (1mark)

Should women be selectively sorted out of technical careers? Why or Why not?

(*Any personal and justified answer is accepted as long as there is no contradiction between the answer and the justification.)*

Voir suite au verso ☞

NE RIEN ECRIRE ICI

II. WRITING (12 marks)

1. Use the information in the table below to write a **four-line** paragraph to present the Healthy School Campaign. **(4 marks)**

Foundation	2015
Organizers	Ministry of Education + Ministry of Health
Purpose	- Support students' healthy food choices - Establish nutrition standards
Target schools	Rural primary schools

Content (full and coherent use of the prompts) 02 marks
Language and mechanics of writing 02 marks

---

2. The use of plastic bags in Tunisia has become a real concern. Write a **twelve-line** article for your school magazine to state the threats of this phenomenon and suggest some solutions. **(8 marks)**

Content (relevance of ideas) 03 marks
Language (grammar and vocabulary) 03 marks
Mechanics of writing (spelling, punctuation / capitalization) 02 marks

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NE RIEN ECRIRE ICI

III LANGUAGE (6 marks)

1. Fill in the blanks with 6 words from the box. (3 marks)

spectacular / ought / around / round / up / five-star / should / both

Do you need a break from the cold? Try this destination for some welcome winter warmth. Spend this December in -- *five-star*-- luxury in Dubai, where holidays offer endless shopping, sightseeing, eating and sunbathing opportunities all year ---*round* ---**.** Dubai has much to offer and is reputed to be the world's fastest-growing city. With glittering skyscrapers and azure beaches, it is great for ---*both* --- thrill-seekers and beach-lovers. December temperatures reach an average of 26 degrees with ---*up* --- to eight hours of sunshine expected. When you are tired of soaking up the sun, try a desert safari over the vast dunes or book a hot-air balloon trip to experience ---*spectacular* --- views of the desert. Culture lovers ---*should*--- visit Al-Fahidi Fort, the oldest existing building in the city, where the Dubai Museum offers a fascinating peek into Dubai's culture and history.

2. Put the bracketed words in the right tense or form. (3 marks)

The next time you fly, your pilot might be a robot. Researchers at the Korea Advanced Institute of Science and Technology **(develop)** *have developed* a robot that can fly a plane all by itself. Their pilot robot, called PiBot, can turn on the engine, take off, land and navigate.

The **(much)** *most* impressive aspect of PiBot is that it does not require any modifications to a standard airplane in order to fly it. It is capable of operating the wheel and all the switches and levers in a **(type)** *typical* airplane cockpit. This ability to fly a standard airplane gives PiBot an advantage over other types of autonomous flying technology, which require custom aircraft or expensive changes to existing aircraft to function. Currently, PiBot can land the plane (**success)** *successfully* about 80 percent of the time, which **(be)** *is* high for a robot but probably not good enough for real **(fly)** *flights*. The researchers hope that PiBot could be used to fly planes in dangerous areas, and eventually to replace human pilots altogether.

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●○●● EXAMEN DU BACCALAURÉAT SESSION 2017	Épreuve : **ANGLAIS** Sections : **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion** Durée : **2h** — Coefficient : **1** **Session principale**

Le sujet comporte 04 pages

I. READING COMPREHENSION

① How many times have you thrown away a plastic bottle? That is the question Anna Hankins, a school student and cause leader, wants people to think about the next time they buy a one-use plastic bottle. The idea started in 2012, when Anna was viewing a documentary in her environmental sciences classes regarding the issue of the impact of plastic on the environment. "I was shocked that this was something that people didn't talk about every day. I did more reading and research and then kept thinking how I could discuss <u>it</u> at my school." Anna created a cause and began sharing it with students, teachers and everyone interested in the topic.

② In 2013, Anna launched a petition to make vending machines selling bottled water in her school obsolete. In a few weeks, her petition amassed more than 4000 signatures from people all over the world. Anna and a group of students decided they should collect all the water bottles students would throw away in one week's time to see how many were used. They collected 2000 bottles from school trash bins to create a large display in the main entrance of their high school. "<u>We</u> want students to see all the damage caused by these vending machines. We'll make 'take-back the tap' posters that highlight the negative effects of plastic on the environment," Anna said.

③ Anna believes there are people in power who can set a great example. She said, "We want public officials to join us in the movement. If we can start with our local officials, then why can't it be everyone that's in a position of leadership? We also need to make a campaign that can be used at high schools and colleges. We're really trying to start the snowball effect nationwide."

blog.causes.com

March 18th, 2013 (adapted)

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

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COMPREHENSION QUESTIONS (12 marks)

1. Tick (☑) the most appropriate option. (1 mark)

Anna's objective is to:

a. raise awareness. ☐

b. collect funds. ☐

c. become a leader. ☐

2. Complete the following table with the appropriate purpose for each action from paragraphs 2 and 3 (2 marks)

Action	Purpose
Bottles were collected	.....
Public officials are sought	.....

3. For each of the following false statements, pick out one full sentence from the text showing that it is false. (2 marks)

a. Anna's project is only heard of locally (paragraph 2)

.....

b. Anna's movement spread throughout the country (paragraph 3)

.....

4. Tick the <u>TWO</u> adjectives that best describe Anna (2 marks)

☐ persevering ☐ indifferent ☐ unwilling ☐ committed ☐ reluctant

5. For each of the following definitions find one word in paragraph 2 meaning nearly the same. (2 marks)

a. No longer used (paragraph 2): .....

b. Things you throw away because you no longer need them (paragraph 2): .....

6. What do the words underlined in the text refer to? (2 marks)

a. it (paragraph 1) refers to .....

b. We (paragraph 2) refers to .....

7. Had you been a student in Anna's school, would you have supported her? Why or Why not? (1 mark)

.....

.....

NE RIEN ECRIRE ICI

II. WRITING (12 marks)

1. Use the information in the table below to present Hbiba Ghribi in a 5-line paragraph. (4 marks)

Nationality	Tunisian
Date of Birth	09/04/ 1984
Sport	Long distance runner
Achievements	2009 Best sportswoman (*Assahafa* newspaper) 2012 Summer Olympics gold medal winner

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2. You have read the following statement in an e-magazine: "Scientific inventions are meant to serve humans." Write a 12-line article for your school e-magazine to explain the statement. Support your explanation with concrete examples. **(8 marks)**

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NE RIEN ECRIRE ICI

III. LANGUAGE (6 marks)

1. Circle the right option. (3 marks)

According to the US Department of Education, more and more states prefer virtual schools to traditional ones. Nationwide, around 200,000 students are now **(inserted / enrolled / included)** in full-time virtual school programs where students have no face-to-face contact with teachers. Virtual schools are the fastest growing **(option / alternative / choice)** to traditional schools, a study has found. Supporters say such schools **(make / let / allow)** students to learn at their own pace. They also provide teachers who **(may / should / must)** not be available at traditional schools. Critics say ordinary schooling draws off resources and deprives students **(about / of / from)** socialization. A 2009 American analysis concluded that online students performed much **(swifter / better / easier)**, on average, than those getting face-to-face instruction.

2. Put the bracketed words in the right tense or form. (3 marks)

No resource is more vital to the survival of the human species than water. Beyond its obvious life-**(sustain)**----------properties, water is a critical component for all aspects of human society. It allows humans **(food)**----------agriculture and energy production and nourish the ecosystem they depend upon. Yet through waste and pollution, humankind is now heading towards a day when there is no water for most people. If we continue along our current path, humans will face a chronic water **(short)** ---------- within two generations. We have to save water, and history can provide **(inspire)**---------- . Consider the ancient aqueduct system **(build)**---------- in the fourth century to supply Constantinople with water from 250 km away. If we can focus on strategies like these, establish practical policies and apply smart technology for efficient use and monitoring, humankind **(be)** ---------- able to manage this precious resource within decades.

ANGLAIS MATHEMATIQUES
EXPLICATIONS ET RECOMMANDATIONS GENERALES

I. LA COMPREHENSION DU TEXTE

A. **Le texte:**

Vous avez un texte de 300 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!
N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. **Les questions:**

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez la, si on vous demande d'encercler une réponse, faites le, et ce pour donner des réponses claires, nettes et convaincantes.
Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.
Les questions qui consistent à compléter des tableaux ou des paragraphes vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau. Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.
II y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.
Voici un exercice assez souvent utilisé: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte

s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque fois que vous ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. Une variation de ce type d'exercices consiste à remplir les vides avec des informations tirées du texte. Là, chaque vide peut contenir plusieurs mots. Lisez bien la consigne !

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase-ou un paragraphe antérieur. Toutefois, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension, depuis quelques années, est souvent – mais pas toujours - une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières. Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions langagières (apologizing, inviting,. complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous-titres)

Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension est mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot, mettez y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase,

généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant, lisez la liste des mots proposés encore une fois; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l'espace réservé aux réponses

1 + *d*	2 + *c*	3 + *e*	4 + *a*	5 + *f*	6 + *b*

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe où vous

avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive, la forme comparative ou superlative... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme «last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays... »

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant *'Unless*,' ou en effectuant une inversion en commençant la phrase avec *'By no means'*. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon II faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement libre) dont les thèmes sont motivants et intéressants

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme « describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, … »
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes : la cohérence et la cohésion de votre production sont importantes lorsqu'on vous accorde la note,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire,
- faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: _he makes'
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,
- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,

- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

Sections : **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion**

***Durée :* 2h** **Coefficient : 1**

Session principale

Le sujet comporte 04 pages

I. READING COMPREHENSION

① How many times have you thrown away a plastic bottle? That is the question Anna Hankins, a school student and cause leader, wants people to think about the next time they buy a one-use plastic bottle. The idea started in 2012, when Anna was viewing a documentary in her environmental sciences classes regarding the issue of the impact of plastic on the environment. "I was shocked that this was something that people didn't talk about every day. I did more reading and research and then kept thinking how I could discuss **it** at my school." Anna created a cause and began sharing it with students, teachers and everyone interested in the topic.

② In 2013, Anna launched a petition to make vending machines selling bottled water in her school obsolete. In a few weeks, her petition amassed more than 4000 signatures from people all over the world. Anna and a group of students decided they should collect all the water bottles students would throw away in one week's time to see how many were used. They collected 2000 bottles from school trash bins to create a large display in the main entrance of their high school. "**We** want students to see all the damage caused by these vending machines. We'll make 'take-back the tap' posters that highlight the negative effects of plastic on the environment," Anna said.

③ Anna believes there are people in power who can set a great example. She said, "We want public officials to join us in the movement. If we can start with our local officials, then why can't it be everyone that's in a position of leadership? We also need to make a campaign that can be used at high schools and colleges. We're really trying to start the snowball effect nationwide."

blog.causes.com

March 18th, 2013 (adapted)

COMPREHENSION QUESTIONS (12 marks)

1. Tick (☑) the most appropriate option. (1 mark)

Anna's objective is to:

a. raise awareness. ☐

b. collect funds. ☐

c. become a leader. ☐

2. Complete the following table with the appropriate purpose for each action from paragraphs 2 and 3 (2 marks)

Action	Purpose
Bottles were collected	…….
Public officials are sought	……

3. For each of the following false statements, pick out one full sentence from the text showing that it is false. (2 marks)

a. Anna's project is only heard of locally (paragraph 2)

…….

b. Anna's movement spread throughout the country (paragraph 3)

…….

4. Tick the <u>TWO</u> adjectives that best describe Anna (2 marks)

☐ persevering ☐ indifferent ☐ unwilling ☐ committed ☐ reluctant

5. For each of the following definitions find one word in paragraph 2 meaning nearly the same. (2 marks)

a. No longer used (paragraph 2): ……

b. Things you throw away because you no longer need them (paragraph 2): ……

6. What do the words underlined in the text refer to? (2 marks)

a. it (paragraph 1) refers to ……..

b. We (paragraph 2) refers to ……...

7. Had you been a student in Anna's school, would you have supported her? Why or Why not? (1 mark)

……

……..……

II. WRITING (12 marks)

1. Use the information in the table below to present Hbiba Ghribi in a 5-line paragraph. (4 marks)

Nationality	Tunisian
Date of Birth	09/04/ 1984
Sport	Long distance runner
Achievements	2009 Best sportswoman (*Assahafa* newspaper) 2012 Summer Olympics gold medal winner

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2. You have read the following statement in an e-magazine: "Scientific inventions are meant to serve humans." Write a 12-line article for your school e-magazine to explain the statement. Support your explanation with concrete examples. **(8 marks)**

…….

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……..

III. LANGUAGE (6 marks)

1. Circle the right option. (3 marks)

According to the US Department of Education, more and more states prefer virtual schools to traditional ones. Nationwide, around 200,000 students are now **(inserted / enrolled / included)** in full-time virtual school programs where students have no face-to-face contact with teachers. Virtual schools are the fastest growing **(option / alternative / choice)** to traditional schools, a study has found. Supporters say such schools **(make / let / allow)** students to learn at their own pace. They also provide teachers who **(may / should / must)** not be available at traditional schools. Critics say ordinary schooling draws off resources and deprives students **(about / of / from)** socialization. A 2009 American analysis concluded that online students performed much **(swifter / better / easier)**, on average, than those getting face-to-face instruction.

2. Put the bracketed words in the right tense or form. (3 marks)

No resource is more vital to the survival of the human species than water. Beyond its obvious life**-(sustain)**----------properties, water is a critical component for all aspects of human society. It allows humans **(food)**----------agriculture and energy production and nourish the ecosystem they depend upon. Yet through waste and pollution, humankind is now heading towards a day when there is no water for most people. If we continue along our current path, humans will face a chronic water **(short)** ---------- within two generations. We have to save water, and history can provide **(inspire)**---------- . Consider the ancient aqueduct system **(build)**---------- in the fourth century to supply Constantinople with water from 250 km away. If we can focus on strategies like these, establish practical policies and apply smart technology for efficient use and monitoring, humankind **(be)** ---------- able to manage this precious resource within decades.

Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion

CORRIGE

SESSION PRINCIPALE

CORRECTION		**SCALE**
READING COMPREHENSION		**12 marks**
1.	a	1 mark
2.	Bottles were collected → **To see how many were used / To create a large display / To see the damage caused by the vending machines** Public officials are sought → **they can join the movement / They set an example to others**	2 X 1 = 2 marks
3.	a- her petition amassed more than 4000 signatures from people all over the world. b- We're really trying to start the snowball effect nationwide	2 X 1 = 2 marks
4.	persevering - committed	2 X 1 = 2 marks
5.	a- obsolete b- trash	2 X 1= 2 marks
6.	a- 'it' → the impact of plastic on the environment b- 'We' → Anna and her friends	2 X 1= 2 marks
7.	Your answer must be **plausible** and **justified**	1 mark
WRITING		**12 marks**
1.	Efficient use of prompts Linguistic and mechanical accuracy	2 marks 2 marks
2.	Adherence to task and content adequacy Language Mechanics of writing	3 marks 3 marks 2 marks
LANGUAGE		**6 marks**
1.	**enrolled / alternative / allow / may / of / better**	6 X 0,5 = 3 marks
2.	**sustaining – to feed – shortage – inspiration – built – will be**	6 X 0,5 = 3 marks

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ●●○●● EXAMEN DU BACCALAURÉAT SESSION 2017	Épreuve : **ANGLAIS** Sections : **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion** Durée : **2h** — Coefficient : **1** **Session de contrôle**

Le sujet comporte 04 pages

I. READING COMPREHENSION

① "I was brought up on the beautiful north coast of Cornwall, walking my dog and spending time in the woods and on the beach. When I was a teenager my boyfriend gave me a Walkman, but that was all the entertainment technology we had. I have no abiding memory of watching TV, and when I had my first child, I wanted the same experiences for **her**," says kindergarten teacher, Rebecca Mitchell, 44.

② "We now live in a village outside Cambridge. Molly has turned 18 and we have Rose, 16, Joseph, 13 and Jamie, 9. They all went to Steiner kindergarten and primary school, which has an approach to learning that does not include digital technology. Literacy, numeracy and all areas of learning are brought alive through creative play and outdoor activities with much focus on life skills. This holistic, practical approach really helps the children to develop a creative way of thinking.

③ Children want to explore and know how the world works. They need to understand cycles and processes and actively involve themselves to understand their place in them. It is amazing if they can see farmers planting wheat, see it growing and being harvested. They can take part in grinding the grain to make flour on a small scale. Then, with that flour, they can observe **them** make bread.

④ Digital technology is so abstract for a young child. Children are always passive in that process. And seeing them in a passive state, even watching TV, can seem strange to me. Conversely, being actively involved with children and their wonder and joy when they recognize what is happening and how they can affect it is priceless. Anyway, how can a screen compete with the richness of the natural world or the warmth of a loving family and community?"

The Independent

Sunday, November 15, 2015 (adapted)

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

COMPREHENSION QUESTIONS (12 marks)

1. Circle the most appropriate option. (1 mark)

Rebecca is **a. for/** **b. indifferent to/** **c. against** the use of technology at school.

2. Complete the following paragraph with words from paragraph 2. One word per blank. (3 marks)

Steiner kindergarten's ambition is to promote critical ----------. This requires, of course, teaching ---------- which involve, among other things, a ---------- on their immediate environment .

3. Read paragraphs 3 and 4 and tick ☑ the <u>THREE</u> advantages of studying at Steiner kindergarten and primary school (3 marks)

☐ a. observing the real world

☐ b. applying technology for practical ends

☐ c. learning through doing

☐ d. understanding things in use

☐ e. learning to be farmers

4. for each of the following definitions, find an adjective that means nearly the same. (2 marks)

a. lasting for a long time (paragraph 1): ----------

b. considering the different aspects / parts of something (paragraph 2): ----------

5. What do the words underlined in the text refer to? (2 marks)

a. her (paragraph 1) refers to ----------

b. them (paragraph 3) refers to ----------

6. Would you have enjoyed your school life if you had been a student in Steiner kindergarten and primary school? Why? Why not? (1 mark)

NE RIEN ECRIRE ICI

II. WRITING (12 marks)

1. Use the information in the table below to present Academy Awards Ceremony in a 5-line paragraph (4 marks)

Launch date	16/05/1929
Description	Oldest entertainment awards ceremony
Objective	Recognize achievements in the film industry
Award	A statuette known as "the Oscar"

.....

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.....

2. You have noticed that your schoolmates are using their mobile phones excessively.

Write a 12-line article for your school blog, entitled "Wise Use of Technology", **to explain how the excessive use of mobiles can affect their health and social life. (8 marks)**

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NE RIEN ECRIRE ICI

III. LANGUAGE (6 marks)

1. Circle the right option. (3 marks)

A recent study published in the British Medical Journal has revealed that active computer games are no substitute for real sports. **(Gamers / Researchers / Physicians)** at Liverpool Moore's University compared the energy expenditure of adolescents when playing sedentary and new generation active computer games. Six boys and five girls aged 13 – 15 years were included in the study. All were a healthy weight, keen **(for / on / at)** sport and regularly played sedentary computer games. Before the study, each participant practiced **(testing / playing / quitting)** both the active and inactive games. On the day of the study, participants played four computer games for 15 minutes each while wearing a monitoring device to **(save / store / record)** energy expenditure. The participants first played on the inactive project Gotham Racing 3 game. After a five-minute **(rest / coffee / sleep)**, they played competitive bowling, tennis and boxing matches for 15 minutes each. Total playing time for each child was 60 minutes. Energy expenditure was **(increased / lowered / ignored)** by 60 Kcal per hour during active compared with sedentary gaming. Despite these results, the study revealed that energy expenditure was not intense enough to contribute towards the recommended amount of daily physical activity for children.

2. Put the bracketed words in the right tense or form. (3 marks)

A retired couple are taking legal action after their holiday has turned into hell. Lillian, aged 62, **(be)** ---------- left with ongoing health problems since their holiday in 2012. Her partner also fell ill with severe stomach aches on the holiday but has luckily made a full **(recover)** ----------. Specialist travel lawyers **(represent)** ---------- the couple know other holiday makers who faced similar problems in previous years. The couple said, "there were no drinks in the room, and when we **(request)** ---------- some, the bottles were sent to us with the seal already broken. They also complained about food **(be)** ---------- left out on the buffet for a long time. Lillian added, "we were looking forward to **(have)** ---------- a relaxing holiday, but we were disappointed."

Sections : **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion**

Durée : 2h Coefficient : 1

Session de contrôle

Le sujet comporte 04 pages

I. READING COMPREHENSION

1- "I was brought up on the beautiful north coast of Cornwall, walking my dog and spending time in the woods and on the beach. When I was a teenager my boyfriend gave me a Walkman, but that was all the entertainment technology we had. I have no abiding memory of watching TV, and when I had my first child, I wanted the same experiences for **her**," says kindergarten teacher, Rebecca Mitchell, 44.

2- "We now live in a village outside Cambridge. Molly has turned 18 and we have Rose, 16, Joseph, 13 and Jamie, 9. They all went to Steiner kindergarten and primary school, which has an approach to learning that does not include digital technology. Literacy, numeracy and all areas of learning are brought alive through creative play and outdoor activities with much focus on life skills. This holistic, practical approach really helps the children to develop a creative way of thinking.

3- Children want to explore and know how the world works. They need to understand cycles and processes and actively involve themselves to understand their place in them. It is amazing if they can see farmers planting wheat, see it growing and being harvested. They can take part in grinding the grain to make flour on a small scale. Then, with that flour, they can observe **them** make bread.

4- Digital technology is so abstract for a young child. Children are always passive in that process. And seeing them in a passive state, even watching TV, can seem strange to me. Conversely, being actively involved with children and their wonder and joy when they recognize what is happening and how they can affect it is priceless. Anyway, how can a screen compete with the richness of the natural world or the warmth of a loving family and community?"

The Independent

Sunday, November 15, 2015 (adapted)

COMPREHENSION QUESTIONS (12 marks)

1. Circle the most appropriate option. (1 mark)

Rebecca is a. for/ b. indifferent to/ c. against the use of technology at school.

2. Complete the following paragraph with words from paragraph 2. One word per blank. (3 marks)

Steiner kindergarten's ambition is to promote critical ----------. This requires, of course, teaching ---------- which involve, among other things, a ---------- on their immediate environment .

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□ e. learning to be farmers

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a. lasting for a long time (paragraph 1): ----------

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--

5. What do the words underlined in the text refer to? (2 marks)

a. her (paragraph 1) refers to ----------
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-----

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Write a 12-line article for your school blog, entitled "Wise Use of Technology", to explain how the excessive use of mobiles can affect their health and social life. (8 marks)

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III. LANGUAGE (6 marks)

1. Circle the right option. (3 marks)

A recent study published in the British Medical Journal has revealed that active computer games are no substitute for real sports. (**Gamers / Researchers / Physicians**) at Liverpool Moore's University compared the energy expenditure of adolescents when playing sedentary and new generation active computer games. Six boys and five girls aged 13 – 15 years were included in the study. All were a healthy weight, keen (**for / on / at**) sport and regularly played sedentary computer games. Before the study, each participant practiced (**testing / playing / quitting**) both the active and inactive games. On the day of the study, participants played four computer games for 15 minutes each while wearing a monitoring device to (**save / store / record**) energy expenditure. The participants first played on the inactive project Gotham Racing 3 game. After a five-minute (**rest / coffee / sleep**), they played competitive bowling, tennis and boxing matches for15 minutes each. Total playing time for each child was 60 minutes. Energy expenditure was (**increased / lowered / ignored**) by 60 Kcal per hour during active compared with sedentary gaming. Despite these results, the study revealed that energy expenditure was not intense enough to contribute towards the recommended amount of daily physical activity for children.

2. Put the bracketed words in the right tense or form. (3 marks)

A retired couple are taking legal action after their holiday has turned into hell. Lillian, aged 62, (**be**) ---------- left with ongoing health problems since their holiday in 2012.
Her partner also fell ill with severe stomach aches on the holiday but has luckily made a full (**recover**) ----------. Specialist travel lawyers (**represent**) ---------- the couple know other holiday makers who faced similar problems in previous years. The couple said, "there were no drinks in the room, and when we (**request**) ---------- some, the bottles were sent to us with the seal already broken. They also complained about food (**be**) ---------- left out on the buffet for a long time. Lillian added, "we were looking forward to (**have**) ---------- a relaxing holiday, but we were disappointed."

Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion

CORRIGE

SESSION DE CONTROLE

CORRECTION		**SCALE**
READING COMPREHENSION		**12 marks**
1.	c. against	1 mark
2.	thinking – skills – focus	3 X 1 = 3 marks
3.	a. observing the real world c. learning through doing d. understanding things in use	3 X 1 = 3 marks
4.	a. lasting for a long time (paragraph 1): **abiding** b. considering the different aspects / parts of something (paragraph 2): **holistic**	2 X 1 = 2 marks
5.	a. her (paragraph 1) refers to **her first child** b. them (paragraph 3) refers to **farmers**	2 X 1= 2 marks
6.	Your answer must be **plausible** and **justified**	1 mark
WRITING		**12 marks**
1.	Efficient use of prompts Linguistic and mechanical accuracy	2 marks 2 marks
2.	Adherence to task and content adequacy Language Mechanics of writing	3 marks 3 marks 2 marks
LANGUAGE		**6 marks**
1.	Researchers – on – playing – record – rest – increased -	6 X 0,5 = 3 marks
2.	has been – recovery – representing – requested – being – having	6 X 0,5 = 3 marks

A N G L A I S

EXPLICATIONS ET RECOMMANDATIONSGENERALES

I. LA COMPREHENSION DU TEXTE

A. **Le texte:**

Vous avez un texte de 300 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!

N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. **Les questions:**

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez la, si on vous demande d'encercler une réponse, faites le, et ce pour donner des réponses claires, nettes et convaincantes.

Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.

Les questions qui consistent à compléter des tableaux ou des paragraphes vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau. Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.

II y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.

Voici un exercice assez souvent utilisé: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque fois que vous ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. Une variation de ce type d'exercices consiste à remplir les vides avec des informations tirées du texte. Là, chaque vide peut contenir plusieurs mots. Lisez bien la consigne !

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase-ou un paragraphe antérieur. Toutefois, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension, depuis quelques années, est une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières.

Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions langagières(apologizing, inviting,. complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous-titres)

Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension est mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot, mettez y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase, généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant, lisez la liste des mots proposés encore une fois; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe

chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l"espace réservé aux réponses

1 + *d*	2 + *c*	3 + *e*	4 + *a*	5 + *f*	6 + *b*

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe où vous avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive, la forme comparative ou superlative... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme „last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays..."

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant *'Unless*,' ou en effectuant une inversion en commençant la phrase avec *'By no means'*. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon II faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement libre) dont les thèmes sont motivants et intéressants

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme « describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, … »
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes : la cohérence et la cohésion de votre production sont importantes lorsqu'on vous accorde la note,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire,
- faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: 'he makes'
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,

- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,
- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

SECTIONS : Mathématiques +Sciences Expérimentales + Economie et Gestion + Sciences de l'Informatique

ANGLAIS (SESSION PRINCIPALE)

Le sujet comporte 04 pages

I. READING COMPREHENSION

1. It's common these days to hear of a new mobile game that accumulates impressive downloads and sales almost overnight–and then disappears just as fast. A growing raft of gamelike applications (apps) hope to stay in users' pockets for the long term. How? By offering them the ability to learn a new language, practise web coding or improve their memory. As smartphones become a constant part of the human experience, more and more people are wondering what their phones have done for them. So-called brain- training apps propose we spend our free time training our minds. "There's a long-term consumer interest in health", explains Kunal Sarkar, the manager of brain-training company Lumosity. "Taking care of your mind is another part of that".

2. The difference from past generations of educational software programs that teach typing or basic math is that these apps feel like games, not homework. Lumosity, a puzzle program, was created by neuroscientists in collaboration with game designers. More than 18 million people have downloaded it since its launch last year. 'Duolingo', an app that teaches foreign languages, grants users experience points and badges as they learn new grammar skills, much as console titles like 'Call of Duty' do. And 'Codecademy' teaches the basics of computer programming in short tutorials.

3. Brain apps are hardly a cure-all. Conversing with native speakers remains the best way to learn a foreign language. Some experts even question Lumosity's long-term mental benefits. At the very least, though, these apps work on the same basic concept that teachers have been trying to drill into our heads since kindergarten: learning can be fun.

Time Magazine October 13th, 2014 (Adapted)

CORRIGE (SESSION PRINCIPALE)

	CORRECTION	SCALE
	READING COMPREHENSION	**12 marks**
1.	a or c	1 mark
2.	**Mobile apps** / **Use** a) Codeacademy — **a) Teaching the basics of computer programming** b) Lumosity — **b) Puzzle program** c) **Duolingo** — c) Language teaching	3 X 1 = 3 marks
3.	a) (As smartphones become a constant part of the human experience, more and more) people are wondering what their phones have done for them. b) Lumosity, a puzzle program, was created by neuroscientists in collaboration with game designers. c) Conversing with native speakers remains the best way to learn a foreign language.	3 X 1 = 3 marks
4.	a. a raft b. software programs that teach / tutorials	2 X 1 = 2 marks
5.	a) consumer interest in health b) Lumosity / the puzzle program	2 X 1 = 2 marks
6.	Accept any plausible and justified answer	1 mark
	WRITING	**12 marks**
1.	➔ Appropriate use of the prompts ➔ Language	2 marks 2 marks
2.	Adherence to task Language accuracy Mechanics of writing	3 marks 3 marks 2 marks
	LANGUAGE	**12 marks**
1.	enough – limits – safe – issue – exposed - health	6 X 0,5 = 3 marks
2.	qualifications – is presented – organising – best – helpful – have been using / have used	6 X 0,5 = 3 marks

SECTIONS : Mathématiques +Sciences Expérimentales + Economie et Gestion + Sciences de l'Informatique

SESSION DE CONTRÔLE

Le sujet comporte 4 pages

I. READING COMPREHENSION (12 marks)

1. A test that tells you how long you will live for is to go on sale in Britain this year. The £435 blood test will offer the alluring possibility of estimating your lifespan. Some scientists said the test could also provide insights into a range of age-related disorders like Alzheimer's and cancer. Others, however, have already raised questions about ethical issues.

2. Researchers working on the technology said they would be able to read a person's 'biological age' by the length of structures on the ends of a person's chromosomes, called telomeres. They believe telomeres are an important indicator of the speed at which a person is ageing. Several studies have

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ***** EXAMEN DU BACCALAURÉAT	Épreuve : **ANGLAIS**	
	Sections : **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion**	
	Durée : **2 H**	Coefficient : **1**
SESSION 2016	**Session de contrôle**	

Le sujet comporte 04 pages

I. READING COMPREHENSION

1. A test that tells you how long you will live for is to go on sale in Britain this year. The £435 blood test will offer the alluring possibility of estimating your lifespan. Some scientists said the test could also provide insights into a range of age-related disorders like Alzheimer's and cancer. Others, however, have already raised questions about ethical issues.

2. Researchers working on the technology said they would be able to read a person's 'biological age' by the length of structures on the ends of a person's chromosomes, called telomeres. They believe telomeres are an important indicator of the speed at which a person is ageing. Several studies have indicated that individuals with shorter telomeres are likely to die younger than those with longer ones. Yet, the test cannot predict the exact number of years a person has to live.

3. Critics argue that the controversial new technology opens the way for insurance companies to demand tests before offering a policy. Dr Maria Blasco, the inventor of the commercial test, said: "We know that people who are born with shorter telomeres than normal have a shorter lifespan. Yet, we don't know whether longer telomeres give you a longer lifespan". She added that the test was simple and fast. Professor Von Zglinicki, an expert in the field, however, stipulated that telomere length might be good to compare groups, but by no means would it inform about an individual's health. He is also worried that companies trying to market fake elixirs of life may hijack the test. "Putting this on the market is premature", he maintained.

Daily Mail May 16th, 2011

(Adapted)

COMPREHENSION QUESTIONS (12 marks)

1. Tick (☑) the most appropriate alternative. (1 mark)

The text is mainly about a test that

a. accurately calculates the number of years one will live for. ☐

b. helps increase the number of years one will live for. ☐

c. estimates the number of years one may live for. ☐

2. For each of the following statements, pick out one detail from the text showing that it is false. (4 marks)

a. The new technology is already widespread. (paragraph 1)

.....

b. The new technology cures some diseases. (paragraph 1)

.....

c. Longer telomeres are a proof of a longer life. (paragraph 3)

.....

d. Professor Von Zglinicki expects instant great sales of the test. (paragraph 3)

.....

3. Read paragraph 3 and pick out the two moral concerns about the new technology. (2marks)

a-.....

b- .....

4. Find words or expressions meaning nearly the same as the following. (2 marks)

a. attractive (paragraph 1) .....

b. take control of (paragraph 3) .....

5. What do the words underlined in the text refer to? (2 marks)

a. others (paragraph 1) refers to .....

b. those (paragraph 2) refers to .....

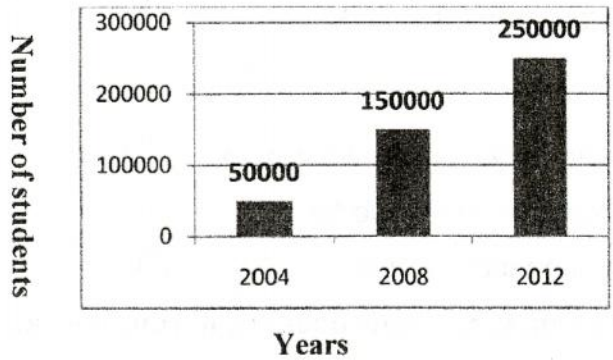
6. Will you take this test? Why? Give a justified answer with reference to the text. (1mark)

.....

.....

II. WRITING (12 marks)

1. The following graph is about virtual school enrollment in the USA from 2004 to 2012. Write a **5-line report** in which you comment on the figures and mention the reasons for enrolling in a virtual school. **(4 marks)**



Reasons for virtual school enrollment :

- work and learn at the same time
- learn at one's pace

.....

.....

.....

.....

.....

2. While surfing the net, you came across an article published on Business News by a Tunisian university graduate. He wrote: "I really can't see any benefit in working as a government employee. It's much more interesting to set up one's own business". As a youth, you feel concerned with the issue of career planning. Write a **12-line article** in which you respond to the graduate's article. Express your views about your own career plan and state the reasons behind your choice. **(8 marks)**

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III. LANGUAGE (6 marks)

1. Fill in the blanks with six (6) words from the box. There are two extra words. (3 marks)

concerned - demanding - headed - members - campaigning - attended - discrimination - flexible

Making gender equality at work a reality has been an ongoing battle for over a century. On March 19th, 1911, more than one million women and men across Europe ..... rallies honouring the first International Women's Day. They were ..... for women's rights to vote, work, and hold public offices, aiming to end ..... against women.

A century on, we are still ..... progress to achieve gender balance. Currently, only 100 companies are ..... by women, and just 23% of total boards of management..... are women. If we truly want to make a change, then everybody of us needs to pull their weight.

2. Put the bracketed words in the right tense and/or form. (3 marks)

Pakistani child education activist, Malala Yousafi and Kailash Satyarthi, an Indian child rights campaigner, have jointly won the Nobel Peace Prize. At the age of just 17, Malala is **(young)**.....recipient of the prize ever. The teenager **(shoot)** ..... in the head by Taliban gunmen in October 2012 for her **(struggle)**..... for girls' education in Pakistan. Malala said she was honoured to receive the award. The Nobel Prize Committee praised the pair's fight against child **(oppress)**..... .The Committee said: "Mr Satyarthi **(maintain)** ..... the tradition of Mahatma Ghandi and led various peaceful **(protest)**..... for long years, focusing on the grave exploitation of children for financial gain".

CORRIGE **SESSION DE CONTROLE**

	CORRECTION	SCALE
	READING COMPREHENSION	**12 marks**
1.	c	1 mark
2.	a. A test that tells you how long you will live for is to go on sale in Britain this year. b. Some scientists said the test could also provide insights into a range of age-related disorders like Alzheimer's and cancer. c. Yet, we don't know whether longer telomeres give you a longer lifespan". d. Putting this on the market is premature	4 X 1 = 4 marks
3.	a) companies trying to market fake elixirs of life may hijack the test b) insurance companies may demand tests before offering a policy **Accept any meaningful paraphrasing of the two statempents**	2 X 1 = 2 marks
4.	a) alluring b) hijack	2 X 1 = 2 marks
5.	a) scientists b) individuals	2 X 1 = 2 marks
6.	Accept any plausible justified answer, with or without reference to the text	
	WRITING	**12 marks**
1.	➔ Appropriate use of the data given ➔ Language	2 marks 2 marks
2.	Adherence to task and content Language Accuracy Mechanics of writing	3 marks 3 marks 2 marks
	LANGUAGE	**6 marks**
1.	attended – campaigning – discrimination – demanding – headed – members	6 X 0,5 = 3 marks
2.	the youngest – was shot – struggle(s) – oppression – has maintained - protests	6 X 0,5 = 3 marks

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ◇◇◇◇ **EXAMEN DU BACCALAURÉAT** SESSION **2015**	Épreuve : **ANGLAIS** Durée : 2 H Coefficient : 1
Sections : Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion	**Session principale**

Le sujet comporte 04 pages.

I. READING COMPREHENSION

1. A six-year-old girl suffering from a genetic degenerative eye disease has compiled a list of things she wants to see before she goes blind. Molly was born with normal eyesight, but was diagnosed with retinitis pigmentosa a year ago. The condition, for which there is no cure, causes progressive vision loss. Her parents Eve and Chris first noticed Molly was having trouble with her sight when she began struggling to read her homework or watch television. "I never thought Molly could have inherited the disease because we were always told that only boys could get it," Eve said. "When we got the diagnosis, it was a big shock. We don't know exactly when Molly will go blind. Now she can hardly see in low lights and falls over quite a lot."
2. The couple's two other children do not suffer from the disease but, because it is hereditary, they are tested every three to six months for signs of degenerating vision. "There is still a chance that I could have three blind children and **that** terrifies me," said Eve. "Our family is working together to help her take in as much as possible before her eyes get too poorly. We just want to help her create as many magical memories as we possibly can," Eve added. "Molly wants to go to London, Australia and Egypt. I know I won't be able to give her half of that but I can try."
3. The family has set up a fundraising page called *Making Molly's Memories*, which has so far raised over £34,000. In a post published on the page, Eve wrote: "Words cannot describe how amazed and grateful we are by all the wonderful donations and offers of help. What started off as some small local fundraising to help our baby girl has become news across the globe. Every penny helps to get our little girl closer to seeing her dreams."

The Independent. Sunday, 13 April, 2014
(Adapted)

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

COMPREHENSION QUESTIONS (12 marks)

1. **Tick (☑)the most appropriate alternative** (1 mark)

   The text is mainly about a family

   a. raising money for the treatment of their child's disease. ☐

   b. struggling against their child's incurable disease. ☐

   c. complaining about the child's incurable disease. ☐

2. **Focus on paragraph 1 and complete the following table with the signs of Molly's disease.** (4 marks)

Before the diagnosis	After the diagnosis
a.	a. .....
b.	b. .....

3. **For each of the following statements, pick out one detail from the text showing that it is false.** (2 marks)

   a. Molly has had the disease since her birth. (paragraph 1)

   .....

   b. Molly's mother expected her daughter to go blind. (paragraph 1)

   .....

4. **Circle the alternative that best completes the following sentence.** (1 mark)

   Molly's dream is to ...

   a. regain her eyesight.

   b. collect more money.

   c. visit places.

5. **Focus on paragraph 3 and circle the <u>two</u> adjectives that best describe the family's reaction to the donations.** (2 marks)

   disappointed – surprised – indifferent – thankful

6. **What does the word underlined in the text refer to ?** (1 mark)

   'that' (paragraph 2) refers to .....

7. **Give a personal and justified answer to the following question.** (1 mark)

   If you could, would you be willing to help Molly ? Why ? Why not ?
   If I could, I ..... be willing to help Molly because .....
   .....

NE RIEN ECRIRE ICI

II. WRITING (12 marks)

1. Use the information in the table below to write a 4-line paragraph about **Earth Day**. **(4 marks)**

Date of celebration	April 22 / every year
Founder	Senator Gaylor Nelson / 1970
Actions	• people group / plant trees / pick up roadside trash • people / also / sign petitions/governments/ take measures / protect Mother Earth

.....

.....

.....

.....

Task 2 : Josephine is an advice columnist in a woman's magazine. She has received the following letter :

Dear Josephine,

Now that my children have grown up, I want to go back to university and pursue my studies and graduate. I don't know whether it is too late for me to fulfill my lifelong dream.

Please help me.
Yours,
Mrs Jones

Write Josephine's reply to Mrs Jones. Do not write more than 12 lines. **(8 marks)**

DO NOT WRITE YOUR NAME

Dear Mrs Jones,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Josephine Smith

III. LANGUAGE: (6 marks)

1. Fill in the blanks with six (6) words from the box. (3 marks)

access – claimed – devices – increasingly – forbidden – lack – hidden – boost

Teachers are warning that growing numbers of pupils turn up for lessons exhausted and irritable because they spend hours on tablets at home - often late into the night.

They say pupils are..... showing symptoms of 'tablet addiction' - a loss of interest in other activities, and a ..... of control over their actions.

The concerns were raised by Dr Mary Bousted who urged parents to consider removing those ..... at bedtime. She said tablets were worse than televisions in bedrooms because they were smaller and more easily .....

The warning follows a research which found children's ..... to tablets at home has more than doubled from 20 per cent to 51 per cent in 2012. It has also been ..... that the boom in tablet ownership has led to children as young as four being treated for 'iPad addiction'.

2. Circle the right option (3 marks)

A research into equal parenting reveals that the satisfying picture of men routinely sharing childcare is simply a myth. Men haven't taken on childcare in **(nothing – anything – something)** like the numbers we've been led to believe. Figures from the National Office for Statistics reveal that at the end of 2012, there were just over 6,000 more full-time, stay-at-home dads looking **(after – at – for)** babies and toddlers than there were ten years ago. Yet, in the same period, around 44,000 women have stopped **(to be – been – being)** stay-at-home mothers.

The massive **(size – place – gap)** has been filled by childcare and grandparents, not fathers. Statistics reveal that our children's grandmothers are twice as likely to take care of them **(while – during – on)** the day as their own dads. The truth is that men don't really want to do childcare and are successfully using **(professional – equal – convenient)** excuses to avoid it.

ANGLAIS ECONOMIE ET GESTION

EXPLICATIONS ET RECOMMANDATIONS GENERALES

I. LA COMPREHENSION DU TEXTE

A. Le texte:

Vous avez un texte de 300 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!

N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. Les questions:

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez la, si on vous demande d'encercler une réponse, faites le, et ce pour donner des réponses claires, nettes et convaincantes.

Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.

Les questions qui consistent à compléter des tableaux ou des paragraphes vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau. Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.

Il y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.

Voici un exercice assez souvent utilisé: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque fois que vous ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. Une variation de ce type d'exercices consiste à remplir les vides avec des informations tirées du texte. Là, chaque vide peut contenir plusieurs mots. Lisez bien la consigne !

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase-ou un paragraphe antérieur. Toutefois, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension, depuis quelques années, est une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières. Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions langagières (apologizing, inviting,. complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous-titres)

Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension est mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot, mettez y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase, généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant, lisez la liste des mots proposés encore une fois; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l'espace réservé aux réponses

1 + *d*	2 + *c*	3 + *e*	4 + *a*	5 + *f*	6 + *b*

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe où vous avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive, la forme comparative ou superlative... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme „last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays..."

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant *'Unless*,' ou en effectuant une inversion en commençant la phrase avec *'By no means'*. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon Il faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement libre) dont les thèmes sont motivants et intéressants

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme « describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, … »
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes : la cohérence et la cohésion de votre production sont importantes lorsqu'on vous accorde la note,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire,
- faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: he make***s***
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,
- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,
- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

	CORRECTION	SCALE
	READING COMPREHENSION	**12 marks**
1.	b	1 mark
2.	**Before the diagnosis** • she began struggling to read her homework • she began struggling to watch television **After the diagnosis** • She can hardly see in low lights and falls over quite a lot.	3 X 1 = 3 marks
3.	a. Molly was born with normal eyesight, but was diagnosed with retinitis pigmentosa a year ago. b. I never thought Molly could have inherited the disease because we were always told that only boys could get it	2 X 1 = 2 marks
4.	c	1 mark
5.	surprised - thankful	2 X 1= 2 marks
6.	→ the possibility/chance/risk of having three blind children	1 mark
7.	Give a **personal** and **justified** answer to the question	1 mark
	WRITING	**12 marks**
1.	Effective use of prompts Language	2 marks 2 marks
2.	Adherence to task and content adequacy Language Mechanics of writing	3 marks 3 marks 2 marks
	LANGUAGE	**6 marks**
1.	increasingly – lack – devices – hidden – access – claimed	6 X 0,5 = 3 marks
2.	anything - after - being - gap - during - professional	6 X 0,5 = 3 marks

RÉPUBLIQUE TUNISIENNE MINISTÈRE DE L'ÉDUCATION ◇◇◇◇ **EXAMEN DU BACCALAURÉAT** SESSION **2015**	Épreuve : **ANGLAIS** Durée : 2 H Coefficient : 1
Sections : **Mathématiques, Sciences expérimentales, Sciences de l'informatique et Economie et gestion**	**Session de contrôle**

Le sujet comporte 04 pages.

I. READING COMPREHENSION

1. The call came on Friday morning. I was on the sofa, breastfeeding my 10-week-old baby. I saw my boss's name light up on my phone. She called to inform me that we were all being made redundant. "Thank you for letting me know," I said blankly. She told me people would be in touch about the details. I thanked her again, unable to find other words.

2. I waited for my husband to get back from work to tell him. How would I phrase it, exactly? But he was calm, measured; he didn't panic. "We'll make it work. You'll find something else," Hannah, he said. "But what if I don't? What about the mortgage, the bills?" "We'll be fine," he told me, holding my hand in his.

3. As the next few months passed, I barely thought about it. I adored being at home with my baby. I'd really wanted that baby, and knew I'd take a full year off when he was born, but I always planned to go back. Perhaps, the only change was when I looked at my diary, once crammed with responsibilities. There were pages and pages of blank, just the odd doctor's appointment.

4. My husband would come home exhausted because of the huge responsibility of keeping our family afloat. We had to cut back drastically and even borrow money. There was nothing in my bank account and for the first time in my adult life I had no cash of my own. It felt degrading to do the weekly shopping using my husband's money.

5. Then one day my husband suggested I try to be my own boss. [...] The first day looking for work was painful. But eventually, I got my first assignment, and then another – and another. My future is not going to be the one I used to imagine, and I still miss the regular income. But my confidence grew, and I felt an old part of me come alive.

Hannah Shuckburg

The Guardian, Saturday, 22 February, 2014

(Adapted)

Section : ..... N° d'inscription : ..... Série : .....

Nom et prénom : .....

Date et lieu de naissance : .....

Signatures des surveillants

.....

.....

COMPREHENSION QUESTIONS (12 marks)

1. **Tick (☑)the most appropriate alternative (1 mark)**

   The text is mainly about a woman who :

   a. left her job to enjoy being with her baby. ☐
   b. regained hope thanks to her husband's support. ☐
   c. wanted to look for better job opportunities. ☐

2. **For each of the following statements, pick out one detail from the text showing that it is false. (3 marks)**

   a. Hannah was the only worker to lose the job. (paragraph 1)
   .....
   b. It had always been Hannah's desire to give up her job. (paragraph 3)
   .....
   c. Hannah was happy to use her husband's money. (paragraph 4)
   .....

3. **Tick ☑ the alternative that best completes the following sentence. (1 mark)**

   What embarrassed Hannah when she lost her job was ...

   a. having nothing to do with so much free time. ☐
   b. being unable to meet her baby's needs. ☐
   c. overwhelming her husband with duties. ☐

4. **Circle the <u>two</u> adjectives that best describe Hannah's husband. (2 marks)**

   sensible – confused – affectionate – indifferent

5. **Fill in the blanks with <u>three</u> words from paragraph 5. (3 marks)**

   (One blank, one word!)

   Although Hannah lost her job, she regained ..... when she became her own boss. The start was quite ....., but helping her husband with an additional ..... was worth the experience.

6. **Find in the text words meaning nearly the same as** (2 marks)

   a. completely filled (paragraph 3) : .....
   b. out of difficulty (paragraph 4) : .....

NE RIEN ECRIRE ICI

II. WRITING (12 marks)

1. Use the information in the table below to write a 4-line paragraph about the '**5-A-DAY**' campaign. **(4 marks)**

What?	• a campaign / encourage people / have a healthy / balanced diet
How?	• people / advised / eat 5 portions of fruit / vegetables a day / regular basis
Why?	• fruit and vegetables / rich / minerals and fiber • they / efficient / prevent 20% of deaths / improve memory

.....

.....

.....

.....

2. Many developing countries lose each year a good number of their brightest students who decide to stay and work in developed countries.

Write an article for your school magazine in which you express your opinion about this problem. **(8 marks)**

Do not write more than 12 lines.

.....

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NE RIEN ECRIRE ICI

III. LANGUAGE (6marks)

1. Fill in the blanks with six (6) words from the box. (3 marks)

despite – particularly – enhances – agreement – applies – workforce – cope – drain

People are the real wealth of nations, and education enables them to lead healthier, happier, and more productive lives. There is a broad ....., backed by research findings, that education..... people's ability to make the right decisions, be better parents, ... with shocks, and be responsible citizens. Given that global economic growth remains slow, ... signs of recovery from the recent economic crisis, the shortage of the "right" skills in the ..... has taken on a new urgency across the educational systems in the world . Global unemployment, estimated at 205 million in 2009, is at an all-time high. Young people, who are ..... vulnerable to layoffs, have the hardest time finding new jobs.

2. Put the bracketed words in the right tense and / or form. (3 marks)

Video games strain relationships with friends and family. They have done far more than change the way we entertain (**oneself**) ..... The debate over video games rages on. While some argue that (**to game**) ..... after a long day at work or school is innocent fun, others believe video games hinder social interaction and academic and work (**to perform**) ..... The latest research, (**to publish**) .....in the *Journal of Youth and Adolescence*, links young people's use of video games to poorer relationships with friends and family. The study (**to base**) ..... on information collected from 813 college students. It revealed that the more time students spent playing video games, the (**bad**) ..... their relationships with peers and parents got.

CORRECTION		SCALE
READING COMPREHENSION		**12 marks**
1.	b	1 mark
2.	a. **we** were all being made redundant. b. but I always planned to go back. c. It felt degrading to do the weekly shopping using my husband's money.	3 X 1 = 3 marks
3.	c	1 mark
4.	sensible – affectionate	2 X 1 = 2 marks
5.	confidence – painful – income	3 X 1= 3 marks
6.	crammed - afloat	2 X1= 2 marks
WRITING		**12 marks**
1.	Efficient use of prompts Linguistic and mechanical accuracy	2 marks 2 marks
2.	• Adherence to task and content adequacy • Language • Mechanics of writing	3 marks 3 marks 2 marks
LANGUAGE		**6 marks**
1.	agreement – enhances – cope – despite – workforce – particularly	6 X 0,5 = 3 marks
2.	ourselves – gaming – performance – published – was based - worse	6 X 0,5 = 3 marks

REPUBLIQUE TUNISIENNE MINISTERE DE L'EDUCATION ◈◈◈ **EXAMEN DU BACCALAUREAT** SESSION DE JUIN **2014**	Epreuve : **ANGLAIS** Durée : 2 H Coefficient : 1
Sections : Mathématiques + Sciences Expérimentales + Economie et Gestion + Sciences de l'Informatique	**Session principale**

Le sujet comporte 04 pages.

I. READING COMPREHENSION (12 marks)

1. I had always wanted to travel. But after having my son Chris, now 30, I didn't have the money or the time for long exotic trips, so we settled for a week in France or Spain once a year.

2. Then, an email popped up in my inbox to win a trip with an ice cream company. I had to write 200 words about the importance of travelling. I started typing what I had seen on my week-long holidays. I actually did see backpackers spend more time in fast-food restaurants than experience new cultures. As soon as I pressed 'Send', I forgot all about it. I didn't even tell Laurence, my husband.

3. Months later, in December 2005, I checked my email. As I read "Congratulations!" I realised I'd won my lifetime trip. My first thought was what my husband would say. I raced to the kitchen and blurted out "I've won a three-month-round-the-world trip!" "For two?" he asked. But I had to admit <u>it</u> was just for one! Luckily, he was thrilled for me. Besides, he couldn't have got time off his job.

4. The prize was only for flights, which meant I would use my £ 1,750 savings as spending money. I knew it would be worth it. First, I went on safari in Africa. Then, in India, I stayed with a local family for three weeks. There, I learnt how to cook curry the traditional way. Later, I saw Komodo dragons as I toured Indonesia. I even had tea with the Sultan's mother. <u>It</u> was wonderful.

5. Flying back home from Hawaii after 12 weeks, I was eager to go on another trip – this time with Laurence.

Laura Bloom (Woman's Own) March 22, 2010

COMPREHENSION QUESTIONS

1. Tick (√) the right option (1 mark)

- The text is mainly about

  a) An unexpected world tour prize. ☐

  b) A couple winning a round-the-world trip. ☐

  c) A 12-week stay in Africa. ☐

2. For each of the following statements, pick out one detail in the text showing that it is FALSE. (4 marks)

a) Laura Bloom never travelled before. (paragraph 2)

.....

b) Laurence reacted selfishly when he heard about his wife's prize. (paragraph 3)

.....

c) The prize included all expenses. (paragraph 4)

.....

d) Laura was hesitant to waste all her savings on the trip. (paragraph 4)

.....

3. Fill in the boxes with the names of the places Laura visited during her trip. (2 marks)

Kenya → India → ..... → .....

4. Find, in the text, words meaning almost the same as (2 marks)

a) appeared suddenly (paragraph 2): .....

b) spoke unclearly (paragraph 3) : .....

5. What do the words underlined in the text refer to? (2 marks)

a) 'it' (paragraph 3) refers to .....

b) 'It' (paragraph 4) refers to .....

6. Give a personal and justified answer to the following question. (1 mark)

If you were Laura Bloom, would you spend all your savings on a three-month-round-the-world trip? Why? Why not?

I..... because

.....

II. **WRITING (12 marks)**

1. **Use the information in the table below to write a six-line paragraph about Greenpeace. (4 marks)**

Type	Independent global campaigning organisation
Location	Greenpeace International in the Netherlands + offices in 40 countries
Goals	Changing attitudes Protecting and conserving the environment Promoting peace
Ways to achieve goals	Non-violent direct action Lobbying Research

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2. **The Health Club in your school is organising an anti-smoking campaign. As a member of this club, you have decided to write a 12-line article in your school magazine in order to warn your school mates against the hazardous effects of smoking and give them some tips to quit this unhealthy habit. (8 marks)**

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III- LANGUAGE (10 MARKS)

1. Fill in the blanks with 7 words from the box below. (3.5 marks)

while / nutrition / since / to / connection / raising / inactivity / increase / much

Obesity experts have been saying for years that children who sit in front of the TV screen day in and day out tend to be heavier. But now they are finding it's also the television ads children are watching, along with other factors, that can add inches ..... their waistlines. A new policy statement from the American Academy of Pediatrics (AAP) argues that junk food and fast food ads..... a child's desire to eat those types of foods. Studies also show that if kids stay up late at night ..... playing video games, their lack of sleep can be a major factor in ..... the risk of obesity and their drifting away from a healthy diet. "We've created the perfect conditions for childhood obesity: media, advertising and.....," said Dr. Victor Strasburger , a member of the AAP. "American society couldn't do a worse job at the moment: too ..... TV, too many food ads and not enough exercise or sleep. Physicians and other health professionals can play a role by encouraging parents to control children's TV viewing, teach them about good ..... and discuss the impact of food advertising," he added.

2. Circle the right alternative. (3.5 marks)

Repeated acts over time which involve a real or perceived imbalance of power with the more powerful children or groups attacking those who are less powerful are defined as bullying. It can be verbal harassment, **(physics / physical / physically)** assault, or other more subtle methods of coercion such as manipulation. **(Whether / If / Although)** the UK currently has no legal definition of bullying, some US states have laws against it. Bullying is usually done to force others to do things by fear or **(compensation / threat / prevention)**. It can be prevented when children are taught social skills to **(success / successful / successfully)** interact with people. This will help them to be productive adults when **(considering / interacting / occurring)** with bothersome people. Bullying in school and the workplace is **(such / also / too)** referred to as peer abuse. Bullying can **(survive / live / exist)** between social groups, social classes and even between countries.

3. Supply the right tense or form of the bracketed words. (3 marks)

The University of the Third Age is an international organization. Its aims are the education and **(stimulate)** ..... of retired members of the community – those in the third 'age' of life. It is **(common)**..... referred to as U3A. This university **(start)** ..... by Professor Pierre Vellas in Toulouse in 1973. In France, the Third Age University is **(most)**..... associated with a local university. In 1998, U3A Online was launched to provide cognitively-**(challenge)** ..... virtual courses for isolated older people from any country. Since then, the initiative **(widen)** ..... to include any person who regards themselves as being in their third age.

EXPLICATIONS ET RECOMMANDATIONSGENERALES

I. LA COMPREHENSION DU TEXTE

A. **Le texte:**

Vous avez un texte de 300 mots (10% plus ou moins) dont la compréhension est à la portée de l'élève moyen. On ne saura trop vous recommander de faire deux voire même trois lectures attentives du texte afin d'en dégager le thème et saisir quelques détails importants car il y aura toujours des questions qui portent sur **la compréhension globale** et des questions qui traitent des **détails**. Ne vous affolez pas surtout s'il y a quelques mots que vous ne connaissez pas; il y en a toujours dans un texte. Essayez de les comprendre à travers le contexte ou recherchez les préfixes ou les suffixes. Peut être vous n'aurez jamais besoin de les comprendre pour répondre aux questions!

N'oubliez pas les titres, sous titres et les notes de bas de page qui peuvent bien vous éclairer quant à la forme du texte (lettre, article, histoire, date, etc....) et à l'idée générale.

B. **Les questions:**

Ayant fait suffisamment d'exercices durant vos études (et dans les devoirs de synthèse) à l'école de base et au secondaire, vous n'aurez sûrement pas de surprises au niveau des types de questions. La recommandation capitale est de bien lire la consigne et de **s'y conformer**: si on vous demande de cocher une case, cochez la, si on vous demande d'encercler une réponse, faites le, et ce pour donner des réponses claires, nettes et convaincantes.

Pour les questions à choix multiples, il y a toujours **une et une seule bonne réponse** (sauf si l'on vous indique autrement dans la consigne). Les autres réponses (au nombre de deux en général) sont des leurres qui peuvent parfois vous tromper si vous ne faites pas attention; d'où la nécessité d'une lecture attentive.

Les questions qui consistent à compléter des tableaux ou des paragraphes vous sont très familières. Complétez toujours le tableau avec des détails relevés minutieusement du texte (des dates, des noms, etc…). La plupart du temps, on vous indique le paragraphe, ce qui facilite votre tâche. Evitez d'écrire des phrases toutes entières ou des tranches de phrases qui peuvent bien porter des détails à ne pas mettre dans le tableau. Soyez donc précis et ne mettez pas de détails qui pourraient fausser la réponse.

Il y a aussi les questions où l'on vous demande de prouver par des détails ou des phrases relevées dans le texte que les affirmations proposées sont fausses. Là encore, vous vous y connaissez. Il est inutile et c'est même faux de répondre par 'vrai' ou 'faux' puisque les affirmations sont déjà fausses. Evitez également de mettre l'affirmation à la forme négative ou affirmative pour prouver qu'elle est incorrecte. Il faut tout simplement chercher le bon détail ou la bonne phrase dans le texte. Si vous mettez des détails, des mots ou des phrases superflues, vous risquez de perdre des points précieux. Aussi faut-il que la réponse soit claire et précise. Il vous est donc recommandé de bien comprendre les affirmations proposées et explorer le texte ou le paragraphe pour trouver le détail ou la phrase (parfois on vous demande des phrases) qui va à l'encontre de l'affirmation proposée.

Voici un exercice assez souvent utilisé: un exercice à trous où l'on vous demande de relever des mots du texte pour compléter un résumé de ce dernier. Il est donc conseillé de bien lire ce résumé à trous deux ou trois fois tout d'abord. Ensuite une ou deux lectures du texte s'imposent; ceci vous permettra d'en comprendre l'idée générale. Maintenant, lisez le résumé encore une fois et complétez le sans oublier de le relire chaque fois que vous ajoutez un ou deux mots pour s'assurer que les mots que vous utilisez vont bel et bien avec le sens général du paragraphe. Une variation de ce type d'exercices consiste à remplir les vides avec des informations tirées du texte. Là, chaque vide peut contenir plusieurs mots. Lisez bien la consigne !

Les questions de référence (« What do the words refer to? ») sont parfois assez délicates. Le mot souligné dans le texte peut parfois remplacer un mot, plusieurs mots, une phrase, une idée ou même un paragraphe. Le plus souvent, le mot souligné a un caractère anaphorique, c'est-à-dire qu'il vous renvoie à un mot, un objet, une phrase-ou un paragraphe antérieur. Toutefois, parfois il peut renvoyer à un mot, un objet, une phrase, ou un paragraphe postérieur. C'est pourquoi, il faut bien lire et relire le contexte avant et après le mot souligné pour donner une réponse précise et définitive.

Pour trouver des mots qui correspondent à des définitions proposées, vous disposez d'un atout très important: **le contexte.** Lisez donc bien les définitions et le paragraphe indiqué pour identifier les mots. N'oubliez pas de remplacer chaque fois le mot du texte par la définition pour vérifier si c'est bel et bien la bonne réponse. Une variation de cette technique consiste à rechercher l'antonyme de quelques mots présentés.

La dernière question de compréhension, depuis quelques années, est une question d'évaluation qui vous demande votre **avis personnel** et **justifié**. Ne la considérez pas comme une question détachée du texte. Partez de votre compréhension du texte pour donner une réponse courte (ne dépassez pas deux phrases), soyez clair et précis et surtout justifiez votre réponse. Ne faites pas des copies intégrales du texte.

Une question récemment ajoutée à la composante d'étude de texte porte sur les fonctions langagières. Le candidat est appelé à identifier la fonction exprimée par une déclaration ou une expression dans le texte ou à retrouver la déclaration/ ou l'expression qui correspond à une fonction donnée. Une connaissance des fonctions langagières et les expressions qui s'y rapportent est, donc, indispensable. Vous avez sûrement acquis un répertoire important de fonctions langagières(apologizing, inviting,. complaining, advising, suggesting, blaming, expressing surprise, a wish, regret, desire...) et les expressions qui y correspondent.

Une autre question pourrait consister à apparier les paragraphes du texte avec leurs titres (ou sous-titres)

Vous avez sans doute remarqué que toutes les questions vous demandent d'exercer votre talent de lecture et d'étude de texte. Vous avez certainement fait beaucoup d'exercices de ce genre et bien d'autres encore.

II. LA LANGUE

Cette composante consiste en deux ou trois exercices visant à évaluer les acquis lexicaux ou/et grammaticaux du candidat.

Les exercices désormais classiques et les plus utilisés sont les exercices à trous qui vous sont très familiers. Dans la liste, il y a presque toujours deux mots de plus. Vous devez utiliser chaque mot **une et une seule fois**. Là encore votre savoir- faire de lecture et de compréhension est mis à l'épreuve. Il convient donc de lire la liste des mots proposés et de procéder ensuite à une lecture attentive pour dégager le thème général du paragraphe. Si, en passant, vous reconnaissez l'emplacement d'un mot, mettez y une croix et soulignez le mot au crayon. Au cas où le paragraphe a une introduction, la première phrase, généralement laissée intacte, vous aidera à comprendre le sens général du paragraphe. Maintenant, lisez la liste des mots proposés encore une fois; le sens et la forme grammaticale vous diront si le mot est à mettre, à ne pas mettre ou à écarter. Lorsque vous réussissez à mettre un ou deux mots, relisez encore une fois le paragraphe pour voir si c'est bien la bonne réponse. Marquez au crayon (mettre une croix, souligner, encercler/barrer...) le(s) mot(s) déjà utilisé(s). Si vous n'êtes pas sûr d'une réponse, évitez de vous attarder; mettez un point d'interrogation devant, au crayon bien sûr, et revenez-y ultérieurement. Et à ce propos, la gestion rationnelle du temps est vivement recommandée. Attention lorsque vous recopiez les mots, les fautes d'inattention peuvent vous coûter cher. En effet, il faut faire très attention à l'orthographe des mots, et si un mot est à utiliser au début d'une phrase, il doit impérativement commencer par une majuscule.

Dans l'exercice à choix multiples, vous avez le tronc qui est la phrase à compléter, suivi (dans le cas de l'épreuve d'anglais) de trois choix de réponse dont **une et une seule** est la bonne réponse. Les deux autres choix de réponse sont des leurres. Si vous êtes sûr de l'un des leurres, procédez alors par élimination et écartez le immédiatement pour passer de 33% à 50% de chance d'avoir la bonne réponse. Vous pourrez également lire le tronc et essayer de répondre mentalement sans vous soucier des trois choix proposés. Ensuite il faut confronter votre réponse avec les choix proposés. Si cette méthode ne marche pas, lisez le tronc suivi chaque fois de l'un des trois choix de réponse car la bonne réponse sonne bien la plupart du temps. S'il existe une continuité au niveau du sens et au niveau grammatical, c'est probablement la bonne réponse. Parfois il y a des troncs qui ne s'accordent pas grammaticalement avec les choix de réponse, ce qui facilite leur élimination!

Il y a lieu de noter, ici, que cet exercice peut être présenté sous la forme d'un tableau. Là, il faut bien lire la consigne : si on vous demande d'encercler le mot correct, faites-le. Si, par contre, on vous demande de réécrire le mot choisi dans le vide, il faut le faire.

Si l'un des exercices proposés est un exercice d'appariement (*'matching'*), il se présentera à peu près comme suit : un tableau dont la colonne „A" contient, par exemple, des parties de phrases numérotées et en ordre et dont la colonne „B" contient des parties de phrases en désordre. Il y a toujours (sauf si autrement indiqué) une partie de plus dans la colonne B: c'est un leurre.

Là encore votre savoir faire de lecture et de compréhension sont des atouts importants. Lisez donc les phrases/le dialogue dans la colonne 'A' et aussi le contenu de la colonne 'B' pour essayer de cerner l'idée clé du dialogue/paragraphe. Vous pouvez commencer par éliminer le leurre si vous le reconnaissez. Ceci réduit les choix de réponse et facilite votre tâche. Faites appel au sens et à votre connaissance des formes grammaticales et des fonctions pour trouver les bonnes réponses. Marquez chaque réponse définitive avec un crayon pour réduire le champ des choix à faire et faciliter votre travail. Relisez le dialogue/paragraphe chaque fois que vous trouvez une ou deux bonnes réponses pour en avoir le cœur net. Il faut toujours répondre (sauf si autrement indiqué dans la consigne) en indiquant la bonne lettre dans l'espace réservé aux réponses

1 + *d*	2 + *c*	3 + *e*	4 + *a*	5 + *f*	6 + *b*

L'un des exercices proposés peut être, entre autres, un exercice portant sur la conjugaison et la morphologie. C'est un exercice qui vous est familier. Il consiste en un paragraphe où vous avez des mots (essentiellement verbes et/ou noms, généralement au nombre de six ou sept). Votre tâche consiste à mettre les mots dans les temps et/ou les formes corrects. Les formes pourraient être : un nom (singulier ou pluriel selon le contexte), un adjectif, un participe passé un adverbe, un participe présent (le mot +ing), la voix passive, la forme comparative ou superlative... Pour ce qui est de la conjugaison, on ne saura trop vous recommander de faire appel à votre talent de lecture et compréhension et de vous fier au sens tout d'abord tout en détectant les indicateurs de temps comme „last/next/ the previous week/month/year, ago, soon, tomorrow, two months/days / years later, in 1968, in the year 2002, since, for, recently, lately, rarely, generally, usually, never, often, always, now, nowadays..."

Un exercice ajouté récemment à la composante 'Langue' consiste à reformuler conformément à une consigne précise **deux** phrases séparées. Là, votre savoir grammatical est mis à l'épreuve. Par exemple, on pourrait vous demander de reformuler la phrase en utilisant *'Unless*,' ou en effectuant une inversion en commençant la phrase avec *'By no means'*. On pourrait éventuellement tester votre connaissance de la voix passive, du style direct et indirect et des adjectifs composés de la même façon Il faut donc bien lire la consigne et la phrase initiale afin d'identifier la forme et/ou la règle grammaticale à employer dans la phrase reformulée.

III. L'EXPRESSION ECRITE

Deux exercices vous seront proposés : un exercice guidé et un exercice moins contrôlé (relativement

libre) dont les thèmes sont motivants et intéressants

Dans l'exercice guidé, on vous demandera de faire l'une des trois tâches suivantes :

- Vous avez à compléter un dialogue court.
- Vous avez à développer des notes pour avoir des phrases cohérentes
- Vous avez un tableau, un diagramme, un graphe ou une image à transformer en texte.

Dans l'exercice de rédaction relativement libre vous devez:

- bien comprendre le sujet proposé. Faites donc plusieurs lectures attentives du sujet et soulignez toute consigne à propos de la longueur, du format demandé (lettre, article, email, etc.) et du destinataire (ceci est très important pour le choix du degré de formalité de votre production) Notez aussi les verbes importants qui contrôlent la consigne comme « describe, analyze, compare, contrast, define, discuss, explain, and illustrate, state, … »
- prendre quelques minutes pour faire un plan,
- rédiger une introduction qui peut être une question à laquelle vous répondez dans la conclusion ou bien une affirmation que vous appuyez dans la conclusion
- rédiger des phrases courtes et claires,
- veiller à l'enchaînement logique et fluide des phrases et des paragraphes : la cohérence et la cohésion de votre production sont importantes lorsqu'on vous accorde la note,
- éviter d'écrire des phrases superflues. D'ailleurs vous n'avez pas le temps de le faire,
- faire attention au temps employé et à l'accord sujet et verbe,
- éviter les articles inutiles,
- mettre les «s» de la troisième personne: 'he make***s***'
- mettre les «s» du pluriel,
- éviter de mettre des «s» aux noms incomptables (advice, information, etc.),
- soigner votre écriture,
- utiliser la ponctuation à bon escient,
- gérer judicieusement votre temps,
- relire votre production afin de corriger toutes sortes de fautes

Les critères d'évaluation de cet exercice portent sur :

- adhérence à la tâche et adéquation du contenu
- exactitude lexicale et grammaticale
- ponctuation et orthographe

SECTIONS : Mathématiques +Sciences Expérimentales + Economie et Gestion + Sciences de l'Informatique

SESSION PRINCIPALE

Le sujet comporte 04 pages.

I. READING COMPREHENSION (12 marks)

1. I had always wanted to travel. But after having my son Chris, now 30, I didn't have the money or the time for long exotic trips, so we settled for a week in France or Spain once a year.
2. Then, an email popped up in my inbox to win a trip with an ice cream company. I had to write 200 words about the importance of travelling. I started typing what I had seen on my week-long holidays. I actually did see backpackers spend more time in fast-food restaurants than experience new cultures. As soon as I pressed 'Send', I forgot all about it. I didn't even tell Laurence, my husband.
3. Months later, in December 2005, I checked my email. As I read "Congratulations!" I realised I'd won my lifetime trip. My first thought was what my husband would say. I raced to the kitchen and blurted out "I've won a three-month-round-the-world trip!" "For two?" he asked. But I had to admit it was just for one! Luckily, he was thrilled for me. Besides, he couldn't have got time off his job.
4. The prize was only for flights, which meant I would use my £ 1,750 savings as spending money. I knew it would be worth it. First, I went on safari in Africa. Then, in India, I stayed with a local family for three weeks. There, I learnt how to cook curry the traditional way. Later, I saw Komodo dragons as I toured Indonesia. I even had tea with the Sultan's mother. It was wonderful.
5. Flying back home from Hawaii after 12 weeks, I was eager to go on another trip – this time with Laurence.

Laura Bloom (Woman's Own) March 22, 2010

COMPREHENSION QUESTIONS

1. Tick (√) the right option (1 mark)

The text is mainly about

a) An unexpected world tour prize. ☐

b) A couple winning a round-the-world trip. ☐

c) A 12-week stay in Africa. ☐

2. For each of the following statements, pick out one detail in the text showing that it is FALSE. (4 marks)

a) Laura Bloom never travelled before. (paragraph 2)

.....

b) Laurence reacted selfishly when he heard about his wife's prize. (paragraph 3)

.....

c) The prize included all expenses. (paragraph 4)

.....

d) Laura was hesitant to waste all her savings on the trip. (paragraph 4)

.....

3. Fill in the boxes with the names of the places Laura visited during her trip. (2 marks)

Kenya → India → ..... → .....

4. Find, in the text, words meaning almost the same as (2 marks)

a) appeared suddenly (paragraph 2): .....

b) spoke unclearly (paragraph 3) : .....

5. What do the words underlined in the text refer to? (2 marks)

a) 'it' (paragraph 3) refers to .....

b) 'It' (paragraph 4) refers to .....

6. Give a personal and justified answer to the following question. (1 mark)

If you were Laura Bloom, would you spend all your savings on a three-month-round- the-world trip? Why? Why not?

I..... because

.....

II. WRITING (12 marks)

1. Use the information in the table below to write a six-line paragraph about Greenpeace. (4 marks)

Type	Independent global campaigning organisation
Location	Greenpeace International in the Netherlands
Goals	Changing attitudes Protecting and conserving the environment
Ways to achieve goals	Non-violent direct action Lobbying

.....

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.....

2. The Health Club in your school is organising an anti-smoking campaign.

As a member of this club, you have decided to write a 12-line article in your school magazine in order to warn your school mates against the hazardous effects of smoking and give them some tips to quit this unhealthy habit. (8 marks)

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III. LANGUAGE (6 marks)

1. Fill in the gaps with 6 words from the list below: (3 marks)

sides – Since – innumerable – While – from – venues – own – lies

Travelling to Scotland and exploring its natural landscapes and well-known attractions will help you have a perfect vacation in the country. The nation offers ..... attractions and varied options for accommodations to make your stay a comfortable one.

Scotland ..... in the northern part of Britain. Surrounded by the North Sea, the Atlantic Ocean and the magnificent Cheviot Hills, the country has a magic of its ..... .

During your Scotland tour you can experience everything ..... the wilderness to the serenity of the landscapes. From historical ..... to national parks there is something interesting for every visitor. ..... mesmerising beaches like Silver Sands, Cuil Bay and Sandwood may entice you to their beauty, waterfalls like Ardessie may rejuvenate your senses during your vacation to Scotland.

2. Put the bracketed words in the right tense or form. (3 marks)

Around 33,000 lives a year could be saved if everyone in the UK followed dietary guidelines, a research suggests. Eating five portions of fruit and vegetables a day has the biggest effect, say experts. Only a (three) ..... of Britons consume enough fruit and vegetables, with (bad) ..... results in Scotland and Northern Ireland. The UK daily guidelines are to eat five portions of fruit and vegetables.

The research, published in the Journal of Epidemiology and Community Health, (base) ..... on a computer model linking food (consume) .....with mortality from heart disease, stroke and cancer. Public health experts used it (analyse)

..... data for 2005 to 2007 from a variety of studies in the UK looking at links between diet and deaths. They used the model to predict how levels of heart disease, stroke and cancer (fall) ..... if everyone followed recommended dietary advice.

CORRECTION		SCALE
READING COMPREHENSION		**12 marks**
1.	a) An unexpected world tour prize.	1 mark
2.	**a.** I started typing what I had seen on my week-long holidays. **b.** he was thrilled for me. **c.** I knew it would be worth it	3 X 1 = 3 marks
3.	Indonesia / Komodo → Hawaii	2 marks
4.	• Popped up • Blurted out	2 X 1 = 2 marks
5.	a) 'it' (paragraph 3) refers to three-month-round-the-world trip b) 'It' (paragraph 4) refers to having tea with the Sultan's mother	2 X 1= 2 marks
6.	Give a **personal** and **justified** answer to the question	1 mark
WRITING		**12 marks**
1.	Efficient use of prompts Linguistic and mechanical accuracy	2 marks 2 marks
2.	Adherence to task and content adequacy Language Mechanics of writing	3 marks 3 marks 2 marks
LANGUAGE		**6 marks**
1.	**innumerable – lies – own – from – venues – While**	6 X 0,5 = 3
2.	third – the worst – was based – consumption – to analyze – would / could fall	6 X 0,5 = 3 marks